Smt. J. D. Birla Institute
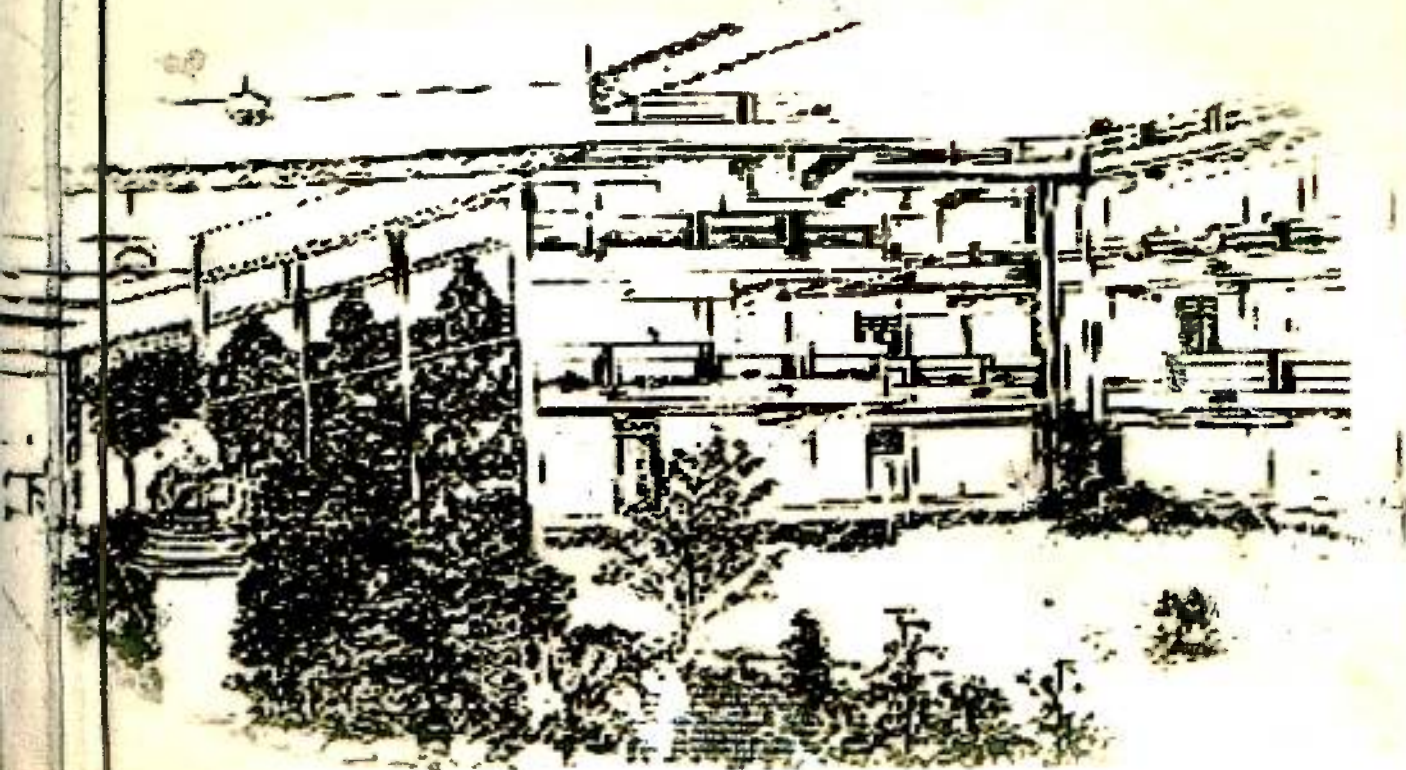
SELF-STUDY REPORT

Part I & II

For

National
Assessment
and
Accreditation
Council

NOVEMBER
2003

SELF-STUDY REPORT
Part I & II

For

National Assessment and Accreditation Council

From

Smt. J. D. Birla Institute

11 Lower Rawdon Street, Kolkata 700 020, West Bengal
Telephones: 033-24755070/24767340
Telefax: 033-24543243
Email: jdbirla@cal2.vsnl.net.in

NOVEMBER 2003

GOVERNING BODY

PRESIDENT

Smt. Sumangala Birla
Donor

MEMBERS

Sri Jwala Prasad Agarwal
Representative of Sukriti Education Society

Ms. Rita Bibra
Representative of Sukriti Education Society

Mrs. Roma Sengupta
Social worker

Sri Nakuleshwar Banerjee
Person interested in education

Prof. (Dr.) Suman K. Mukerjee
Person interested in education and Guardian Representative

Dr. Dilip Chakraborty
Representative of Jadavpur University

Prof. Malabika Sarkar
Representative of Jadavpur University

Mrs. Lilu Mancha
Teachers' Representative

Dr. (Mrs.) Krishna Mazumdar
Teachers' Representative

SECRETARY

Dr. (Mrs.) Jharna Sengupta
Principal

SELF-STUDY REPORT FOR NAAC

PRINCIPAL

Dr. (Mrs.) Jharna Sengupta

STEERING COMMITTEE COORDINATOR

Ms. Kusum Musaddi

MEMBERS OF STEERING COMMITTEE

Mrs. Lilu Mancha

Mrs. Komal Sharma

Ms. Sonia Gupta

Ms. Deepali Singhee

Mrs. Gargi Mitra

Mrs. Amita Dutta

Mrs. Shaila Jassal

Mrs. Parul Sheth

Mrs Chaitali Chowdhury

ACKNOWLEDGEMENTS

Entire Teaching,
Technical and
Administrative Staff
of the
Departments of
Home Science,
Commerce
and
Management

ORGANISATION OF DATA

Dr. (Mrs.) Krishna Mazumdar

Dr. (Mrs.) Gita Zutshi

Mrs. Samita Gupta

Dr. (Mrs.) Vipasha Chakraborty

Ms. Krishnakali Bhattachaya

Ms. Shivarati Bose

Dr. (Mrs.) Soma Dasgupta

Ms. Punam Mehra

Dr. (Mrs.) Bharati Mukherjee

Ms. Pitambari Bagla

Dr. Milan Bhowmick

CONTENTS

SELF-STUDY REPORT
PART I

ORGANISATION
OF DATA

I. Profile of the College

1. **Name and address of the college:**

    Name – Smt. J. D. Birla Institute

    Addresses

    Registered Office:
    108-109, Southern Avenue
    Kolkata 700 029
    WEST BENGAL

    Main Campus: (for all official correspondence)
    11, Lower Rawdon Street
    Kolkata 700 020
    WEST BENGAL

    Satellite Centre:
    1, Moira Street
    Kolkata 700 016
    WEST BENGAL

2. **For communication:**

    Office

Name	Area / STD Code	Tel. No.	Ext. No.	Fax	E-mail
Principal: Dr. (Mrs.) Jharna Sengupta	Kolkata / 033	2476 7340 2475 5070	33	2454 3243	*jdbirla@cal2.vsnl.net.in*
Vice Principal:*	N.A.	N.A.	N.A.	N.A.	N.A.
Steering Committee Coordinator: Ms. Kusum Musaddi	Kolkata / 033	2476 7340 2475 5070	36	2454 3243	*jdbirla@cal2.vsnl.net.in*

* *The Organisational Chart of the college does not include this designation.*

Residence

Name	Area / STD Code	Tel. No.(s)	Fax	E-mail
Principal: Dr. (Mrs.) Jharna Sengupta	Kolkata 033	2466 5702	–	*jharnasengupta@rediffmail.com*
Vice Principal: N.A.	N.A.	N.A.	N.A.	N.A.
Steering Committee Coordinator: Ms. Kusum Musaddi	Kolkata / 033	2455 9500 2454 3030	2287 0187	*kmusaddi@hotmail.com*

3. **What are the goals and objectives of the institution and where are they stated?**

The institution states its ultimate goal within its **Mission Statement**. The mission is worked towards through the attainment of its four objectives.

MISSION ~

☐ *To create and maintain an environment wherein the learning process ensures holistic development of its stakeholders.*

OBJECTIVES ~

☐ *To acquire knowledge and skills in the pursuit of academic excellence aimed at advancements into higher education, research and extension activities.*

☐ *To educate within a dynamic system structured towards varied professional and vocational applications for career design and development.*

☐ *To work proactively towards individual and group goals within an integrated setting of diverse socio-cultural members.*

☐ *To attain self-reliance through balance of freedom and discipline within the body, mind and spirit.*

The mission and objectives are stated:

- On prominently displayed **wallboards** at significant locations of Main Campus [Principal's Office and Assembly Area] and Satellite Centre [Office of Director (Education)].

- In the **Master Plan** of the institution (as reviewed in end-August 2003). *(Appendix I)*

- In the **Revised Prospectuses** (2003) of the departments. *(Enclosures I-A, I-B and I-C)*

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4. **What major considerations (that is education; training; employment; access; equal opportunities) are addressed by the goals and objectives?**

The first consideration of education is understood to be 'the development of knowledge and abilities through teaching, study and experience'.

- Any institute of higher learning is required to design positive learning experiences for its students – experiences that establish their scholastic preeminence, and ensure continuous furtherance towards deeper and wider aspects of knowledge. This institute recognises this in its first objective of 'acquiring knowledge and skills in the pursuit of academic excellence aimed at advancement into higher education'.

- Education, we believe, is not just the collection of information and concepts; it must necessarily also create the right attitudes and powers of imagination. It is this education that will teach the students to live within the inevitable mix of order and chaos. The institution works towards this through its fourth objective by aiming at the 'attainment of self reliance through balance of freedom and discipline within the body, mind and spirit'.

The second consideration of training is conceptualised as 'practical education in a particular discipline'; and hence this consideration is seen as inseparable from education.

- While working towards their constant academic progresses, the students (and teachers too) quite naturally advance into wider and deeper applications of the acquired knowledge. These applications reflect in their search for the unknown, as well as in their behavioural roles of responsible citizens who are orientated towards social service and community work. This training finds representation in the first objective of advancements into 'research and extension activities'.

- Any effective training anticipates trends and begins active work in advance. This is learnt at the institute by observation and formal training, and is reflected in the third objective when we 'work proactively'.

- Training, as practical education, requires a cooperative and symbiotic environment within which all can achieve personal growth. When persons from varied backgrounds can gather into a harmonious whole, growth is guaranteed. The institution trains its associates towards this cohesive functioning as is noted in its third objective of working 'towards individual and group goals within an integrated setting of diverse socio-cultural members'.

The third consideration of employment is believed to be 'the establishment at a job – business, trade or profession'; and hence as of the essential aspects of life's manifold successes.

- Students who are knowledgeable and skilled – who have been educated and trained well – will surely recognise their innate aptitudes and leanings, and will then make judicious selection of what they will later 'do' in their lives. Today's ever-changing and energetic

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environment demands a careful choice of one's course of action and course of progress. The institute targets this in its second objective of educating 'within a dynamic system structured towards varied professional and vocational applications for career design and development'.

The fourth consideration of access is taken as 'one's right and ability to approach, enter and use'.

- ❏ An individual reared in a social setting having a strong community orientation shall comfortably seek and gain his her personal access. This is ensured in our first objective of advancements into 'extension activities'.

- ❏ A forceful and moving setup constantly generates fresh openings. When brought up in such environs, the student learns to recognise and use such openings, which the institute aims at by educating 'within a dynamic system' in its second objective.

- ❏ Constant association with individuals and groups from varied backgrounds provides generic learning and creates wide opportunities for self-advancement – physical, mental, emotional, social and financial; and when this occurs in a unified habitat, success is imminent. The institute focuses on this in its third objective by working 'within an integrated setting of diverse socio-cultural members'.

The fifth consideration of equal opportunities is understood to be 'the availability of uniform and even conveniences and chances to individuals, regardless of their personal backgrounds'.

- ❏ In a world getting regularly divided by several groupisms, 'equal opportunities' bacomes an urgent consideration. The institute addresses this in its third objective of having 'an integrated setting of diverse socio-cultural members' in the individuals who constitute its direct beneficiaries.

All the five considerations find representation in the institute's mission, which is its ultimate statement of belief.

- ❏ 'The whole is greater than the sum of its parts': which is to say that an all-inclusive development of the self is its only true development. Further, since 'Man is really a product of his environment', the self can only develop fully in surroundings that are designed (and kept designed) for this development.

  While addressing the considerations of education, training, employment, access, and equal opportunities through its four objectives, the institute keeps its farthest sight on this holistic development of the self in a designed environment. This is reflected in its mission 'to create and maintain an environment wherein the learning process ensures holistic development of its stakeholders'.

5. **Financial Category of the college:**

   Grant-in-aid ☐

   Self-financing ☑

   Government funded ☐

6. **Type of college:**

   Affiliated ☑   Constituent ☐   *(Affiliated to Jadavpur University of Kolkata)*

7. **Date of establishment of the college:**   26th July 1962

8. **Dates of UGC recognition:**

	Month & Year (mm-yyyy)
Under 2f	September 1976 (09-1976)
Under 12B	Not Applicable

9. **Does the University Act provide for autonomy?**

   Yes ☑   No ☐

   If yes, has the college applied for autonomy?

   No

10. **Campus area in acres:**

    Main Campus: Site Area – **0.48 acres**
    Total built-up area – 3155 sq.m.

    Satellite Centre: Total built-up area – 3771 sq.m.
    *(Refer Master Plan – **Appendix I**)*

11. **Location of the college:**

    Urban ☑

    Semi-urban ☐

    Rural ☐

    Tribal ☐

    Any other *(specify)* –   None

12. Current number of academic programmes offered in the college under the following categories:

Degrees for these academic programmes are awarded by Jadavpur University.

Programmes	Number
UG	3
PG	4
Certificate course	None
Diploma	None
PG Diploma	None
M.Phil.	None
Ph.D.	1
Any other (*specify*)	–
Total	8

List of academic programmes continues below:

Programme				Level of Study	Cut off marks at entry level in %	Student* Strength (As on September 30, 2003)
DEGREE COURSES	1	B.Sc.	Bachelor of Science (Honours) in Home Science	Undergraduate	45	336
	2	B.Com.	Bachelor of Commerce (Honours)	Undergraduate	55	431
	3	B.B.A.	Bachelor of Business Administration (Honours)	Undergraduate	50	236
	4	M.Sc.	Master of Science in Composite Home Science	Postgraduate	50	19
	5	M.Sc.	Master of Science in Family Resource Management	Postgraduate	50	5
	6	M.Sc.	Master of Science in Human Development	Postgraduate	50	22
	7	B.Ed.	Bachelor of Education in Home Science	Postgraduate	50	18
	8	Ph.D.	Doctorate in Home Science	Ph.D.	*Subject to approval by Ph.D. Committee*	2

★ *Available seats per batch in the entry year for the above degree programmes, from Serial Nos. 1 to 7, are 150, 150, 100, 10, 10, 10 and 20 respectively.*

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13. Give details of the self-financing courses offered by the institution.

		Programme	Level of Study	Cut off marks at entry level in %	Student* Strength
SHORT TERM COURSES	1	Montessori Training *(11 months)*	Certificate	✖	34 *(Since July 2003)*
	2	Artistic Crafts *(10 months)*	Certificate	O	25 *(Since July 2003)*
	3	Home Science Certificate – Part I *(8 months)*	Certificate	O	94 *(Since July 2003)*
	4	Home Science Certificate – Part II *(8 months)*	Certificate	O	0 *(Since July 2003)*
	5	Finishing School *(6 weeks Summer Course)*	Certificate	O	113 *(In May 2003)*
	6	Complete Cookery/ Creative Cookery *(4 weeks Summer Course)*	Certificate	O	26 *(In June 2003)*
	7	Specialized Craft *(2 weeks Summer Course)*	Certificate	O	11 *(In May 2003)*

The Short Term Courses are commenced only when the minimum seats are filled up.
* *Extra admissions have been taken with the verbal consent of Jadavpur University.*
✖ *Basic Eligibility Candidate should have passed Higher Secondary Board Examinations after Std. XII.*
O *Basic Eligibility Candidate should have passed Secondary Board Examinations after Std. X.*

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the college. *(Details may be enclosed)*

While teaching staff includes the faculty members only, non-teaching staff is understood as including technical and administrative staff of the college. The norms and procedures for recruitment have been detailed below under the following heads –
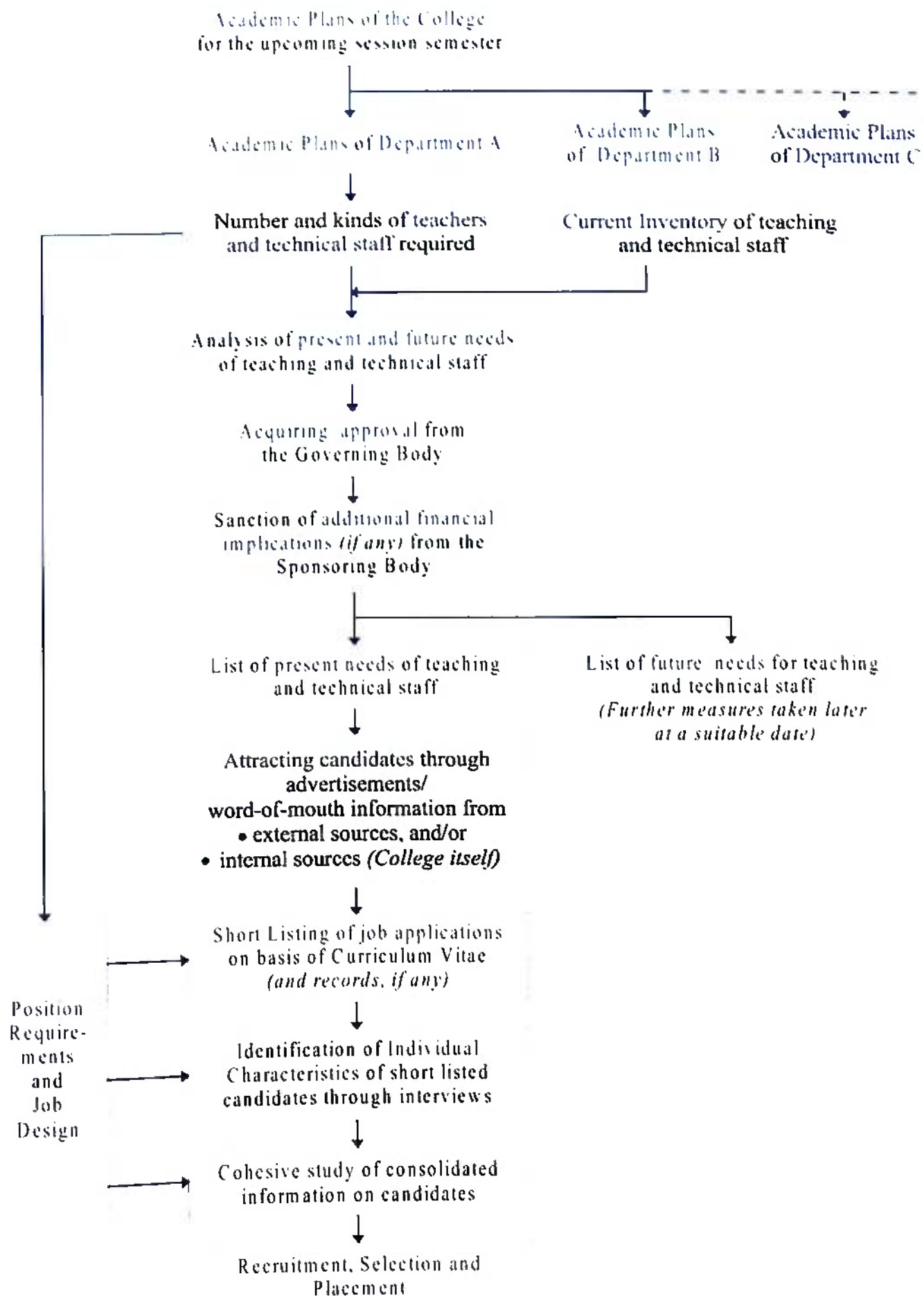
- Recruitment of teaching and technical staff
- Recruitment of administrative staff

The entire recruitment functions of the college are undertaken by the Principal (At the Main Campus: for recruitments into the Departments of Homes Science and Commerce), and by the Director (Education) (At the Satellite Centre: for the Department of Management).

For recruitments against full-time posts, an *ad hoc* Selection Committee is created wherein the Principal / Director (Education), along with a senior faculty member and a subject expert, process the applications until the final selection. This is done singly (normally) by the Principal / Director (Education) for part-time posts.
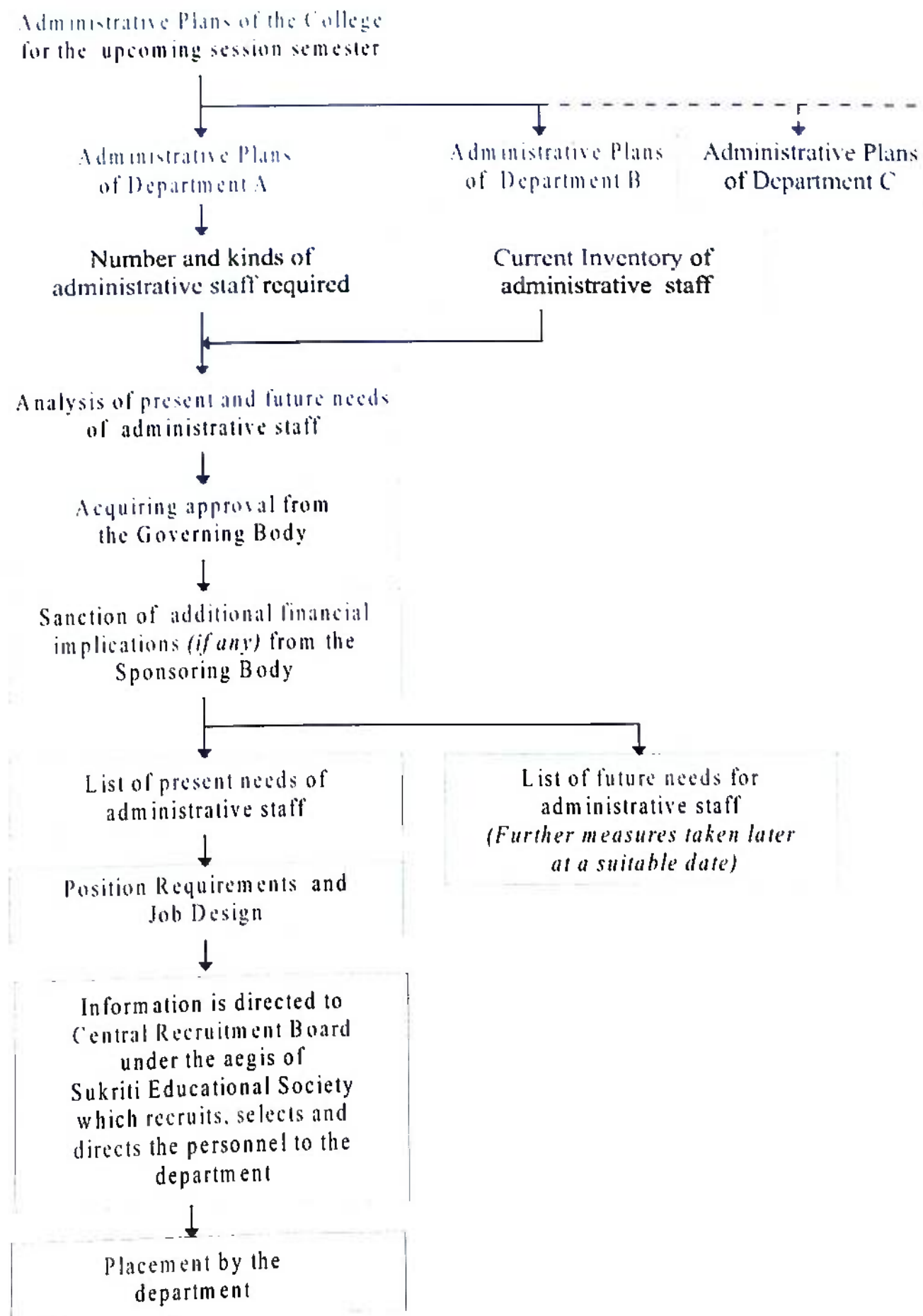
Step-wise procedure for recruitments is explained concisely in the following two schematic models.

Schematic presentation of recruitment of teaching and technical staff

Academic Plans of the College
for the upcoming session semester

Academic Plans of Department A

Academic Plans
of Department B

Academic Plans
of Department C

Number and kinds of teachers
and technical staff required

Current Inventory of teaching
and technical staff

Analysis of present and future needs
of teaching and technical staff

Acquiring approval from
the Governing Body

Sanction of additional financial
implications *(if any)* from the
Sponsoring Body

List of present needs of teaching
and technical staff

List of future needs for teaching
and technical staff
*(Further measures taken later
at a suitable date)*

Attracting candidates through
advertisements/
word-of-mouth information from
• external sources, and/or
• internal sources *(College itself)*

Short Listing of job applications
on basis of Curriculum Vitae
(and records, if any)

Position
Require-
ments
and
Job
Design

Identification of Individual
Characteristics of short listed
candidates through interviews

Cohesive study of consolidated
information on candidates

Recruitment, Selection and
Placement

The procedure recognises the influence of the internal environment of the college — its personnel policies, employment rules, and salary structure, as well as the external environment of the college — its generating employment rules/laws, market/industry trends and community expectations.

Schematic presentation of recruitment of administrative staff

Administrative Plans of the College
for the upcoming session semester

| Administrative Plans of Department A | Administrative Plans of Department B | Administrative Plans of Department C |

Number and kinds of administrative staff required

Current Inventory of administrative staff

Analysis of present and future needs of administrative staff

Acquiring approval from the Governing Body

Sanction of additional financial implications *(if any)* from the Sponsoring Body

List of present needs of administrative staff

List of future needs for administrative staff *(Further measures taken later at a suitable date)*

Position Requirements and Job Design

Information is directed to Central Recruitment Board under the aegis of Sukriti Educational Society which recruits, selects and directs the personnel to the department

Placement by the department

The procedure recognises the influence of the internal environment of the college its personnel policies, employment rules, and salary structure, as well as the external environment of the college its generating employment rules/laws, market/industry trends and community expectations.

15. Number of permanent and temporary members of the teaching staff at present:

		Female	Male	Total
Permanent teachers (Total)		12	0	12
	No. of teachers with Ph.D. as the highest qualification	3	0	3
	No. of teachers with M.Phil. as the highest qualification	None	None	None
	No. of teachers with PG as the highest qualification	8 +1♦	None	9
Temporary teachers (Total)		13	7	20
	No. of teachers with Ph.D. as the highest qualification	1	1	2
	No. of teachers with M.Phil. as the highest qualification	None	None	None
	No. of teachers with PG as the highest qualification	11+1*	5 + 1*	18
Part-time teachers* (Total)		22	12	34
	Part-time teachers with Ph.D. as the highest qualification	3	3	6
	Part-time teachers with M.Phil. as the highest qualification	None	None	None
	Part-time teachers with PG as the highest qualification	15 + 4●	8 + 1●	28

*   *The average number of hours for the part-time teachers is 27 hours per month.*

♦   *Special Eligible Qualifications: M.B.B.S. – 1 Teacher*

*   *Two temporary full-time teachers (on contract) as 'Assistant Lecturers' with graduation degrees.*

●   *Special Eligible Qualifications: Ll.B. – 2 Teachers; Three temporary part-time teachers as 'Assistant Lecturers' with graduation degree/diploma.*

Please Turn Over

16. **Number of members of the non-teaching staff of the college at present:**

	Female	Male	Total
Administrative staff	2	5	7
Technical staff	6	2	8

17. **Number of students enrolled in the college for the current academic year according to regions and countries:**

All the degree and certificate programmes are self-financing.

Student enrolment	UG			PG			M.Phil. (Not Applicable)			Ph.D.			Diploma/ Certificate			Self-Financing •		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
No. of students from the same state where the college is located	75	904	979	★	56	56	★	★	★	★	2	2	★	0	0	–	303	303
No. of students from other states	2	44	46	★	7	7	★	★	★	★	0	0	★	0	0	–	–	–
No. of NRI students	0	0	0	★	0	0	★	★	★	★	0	0	★	0	0	–	–	–
No. of overseas students	0	0	0	★	0	0	★	★	★	★	0	0	★	0	0	–	–	–

★ *Not Applicable*

• *These are Short Term Courses for which certificates are awarded by the college.*

18. Details of the last two batches of students:

Details below are consolidated figures for the Departments of Home Science and Commerce. The Department of Management was started from the academic session 2002-2003; its first batch shall qualify in the year 2005.

UG figures are for the Departments of Home Science and Commerce.

PG figures are only for Department of Home Science.

(Please refer to details of courses Answer No. 12 earlier in this section)

	BATCH: CLASS OF 2002				BATCH: CLASS OF 2003			
	UG Entry Year - 1999	PG		Total	UG Entry Year - 2000	PG		Total
		M.Sc. Entry Year - 2000	B.Ed. Entry Year - 2001			M.Sc. Entry Year - 2001	B.Ed. Entry Year - 2002	
Admitted to the programme (entry year)	320	13	17	350	318	21	21	360
Drop-outs ★ Within four months of joining	44	1	1	46	40	4	1	44
★ Afterwards	56	0	0	56	37	0	0	37
Appeared for the final year exam	222	12	16	250	240	16	20	276
Passed in the final exam	215	11	16	242	234	14	20	268
Passed in first class	95	7	9	111	77	7	8	92
Ranks, if any	2	2	1	5	2	3	1	6

19. **Give a copy of the last annual budget of the college with details of plan and non-plan revenue / expenditure.** *(Attach separately)*

    Please find enclosed

    - Annual budget of the college for 2002-2003 and 2003 – 2004 *(Appendix II)*
    - Plan and non-plan revenue expenditure for 2002 – 2003 *(Appendix III)*

20. **What is the institution's *'unit cost'* of education? (Unit cost = total annual expenditure budget (actuals) divided by the number of students enrolled)**
    Unit cost calculated excluding salary component may also be given.

    'Unit cost' has been calculated against plan actual expenditure for degree programmes only. (Refer to Annual Budget of the college for 2002-2003   Appendix II)

    Including salary component:

    Unit Cost of Education for 2002-2003 $= \dfrac{\text{Total Actual Annual Expenditure for 2002-2003}}{\text{Number of Students Enrolled in 2002-2003}}$

    $= \dfrac{\text{Rs. } 1,29,91,000/\text{-}}{1000}$

    $=$ Rs. 12,991/-

    say **Rs. 13,000/-**

    Excluding salary component:

    Unit Cost of Education for 2002-2003 $= \dfrac{\text{Annual Actual Expenditure without salary for 2002-2003}}{\text{Number of Students Enrolled in 2002-2003}}$

    $= \dfrac{\text{Rs. } 47,31,000/\text{-}}{1000}$

    $=$ Rs. 4,731/-

    say **Rs. 4,700/-**

21. What is the temporal plan of academic work in the college:

Semester System	☑
Annual System	☑
Credit based credit system	☐
Any other (*specify*)	None

Note:

The Departments of Home Science and Commerce switched over to the Semester System from the academic session 2003 – 2004 (They were earlier within the Annual System). Hence, the Semester System is currently on in only its Entry Year batches.

The Department of Management was launched in the last academic session (2002 – 2003) with the Semester system as its temporal plan. Hence both of its batches are currently in this plan.

22. Tick the support services available in the college from the following:

Central Library	☐
Computer Centre	☑
Health Centre	☐
Sports facilities	☑
Press	☐
Workshop	☐
Hostels	☑
Guest House	☑
Housing	☑
Canteen	☑
Grievance Redressal Cell	☑
Non-Resident Centre	☐

Any other (*specify*)

❏ Centralised Media Services	☑
❏ Resource Centres	☑
❏ Loans & Aids	☑

- ⌐ Career Guidance and Placement Cell ☑
- ⌐ Personal Counseling (Students Staff) ☑
- ⌐ Holistic Development Cell ☑
- ⌐ Alumni Association ☑
- ⌐ Maintenance Unit ☑
- ⌐ Printing & Publicity Services ☑
- ⌐ Staff Welfare ☑
- ⌐ PCO Services ☑

23. How many students have passed the following examinations in the last five years?

UGC - CSIR (NET) Examination	8
UGC - SLET Examination	–
GATE	–
Indian Civil Services Examinations	–
GRE	2
TOEFL	2
GMAT	–
Any other (*specify*)	
School Service Commission (WB)	3

24. How many students UGC-CSIR / GATE qualified candidates have registered for research in the college?

None

25. Furnish the following details (in figures) for the last three years:

The data for the three departments is varied in a few areas. Hence for better conceptualisation the information has been presented department-wise. It is to be noted here that the Department of Management was launched from the session 2002 – 2003.

Key to department names: H.Sc. – Home Science, Com.– Commerce, Mgt.– Management

	2000-01		2001-2002		2002-03		
	H.Sc.	*Com.*	*H.Sc.*	*Com.*	*H.Sc.*	*Com.*	*Mgt.*
Working days of the college	290	290	290	290	290	290	290
Working days of the library	262	262	262	262	262	262	262
Teaching days of the college	141	169	142	184	139	187	177
Books in the library	6522	591	6761	628	6925	725	890
Journals/Periodicals subscribed by the library	8	0	8	0	8	0	5
National:	8	0	8	0	8	0	5
International:	0	0	0	0	0	0	0
Computers in the college	19	19	21	21	21	21	77
Research projects completed and their total outlay	0	0	0	0	0	0	0
Teachers who have received national recognition for teaching/research/ consultancy	0	0	0	0	0	0	0
Teachers who have received international recognition for teaching/research/ consultancy	0	0	0	0	0	0	0
Teachers who have attended international seminars	0	0	0	0	3	0	1
Teachers who were resource persons at national seminars/workshops	0	0	0	0	8	1	1

26. Give the number of ongoing research projects and their total outlay.

None

27. Does the college have collaborations/ linkages with international institutions?

Yes ☑   No ☐

If yes, list the MoUs signed and furnish the important details of those collaborations.

In March 2003, the Department of Management was selected by the British Council as the institute from Eastern India for links and collaborations with leading **British Business Schools.** Our Director (Education) represented the institute at the Council's conference.

The institute acquired Academic Agreements from these leading Business Schools – Interactive University (Edinburgh Business School), Stuart Clyde University, Glasgow Business School and Robert Gordon University. While Luton University expressed its desire to set up research and consulting programmes with the institute, **Northumbria University** (Newcastle, U.K.) went in for detailed articulation with us at the undergraduate and postgraduate levels.

The (Northumbria) University initially conducted a comprehensive assessment of our programme as per the criteria laid down by the **British Quality Assurance Scheme,** and after being fully satisfied signed up an agreement with us. The agreement assures horizontal mobility to our students in their management programmes. **It has also signed a MoU for student exchange facility and faculty exchange programmes;** and further suggested a full-fledged twinning programme.

The important details of the agreement are:

❑ It recognises the intention of Smt. J. D. Birla Institute and Northumbria University to establish a relationship to cooperate in a broad range of areas and to work together for their mutual benefit.

❑ The parties may seek to encourage and develop collaborative activities in various ways, including the exchange of scholarly ideas/expertise.

❑ Support of specific discipline interaction.

❑ Programme development

❑ Advanced entry of appropriately qualified students from Smt. J. D. Birla Institute into Northumbria University.

28. Does the management run other educational institutions besides the college?

Yes ☑   No ☐

If yes, give details.

As a private unaided educational institution, **'Sukriti Education Society'** – an educational trust managed by the **S. K. BIRLA GROUP**, sponsors the college.

The other educational institutions run by this trust are:

- **Amla Birla Kendra** – a school located at Pilani, Dist: Jhunjhunu, Rajasthan. The school specialises in providing education to blind and other handicapped children.
- **Sri Sanatan Dharma** – a degree college located at Kurukshetra, Haryana.

The S. K. BIRLA GROUP also manages the **'Vidya Mandir Society'** – another educational trust. The educational institutions run by this trust are:

- **Birla High School for Boys** – a higher secondary school located at Kolkata, West Bengal.
- **Birla High School for Girls**– a higher secondary school located at Kolkata, West Bengal.

29. Give details of the resources generated by the college last year through the following means:

	Source of funding	Quantum (Rs.)
1	Donations	None
2	Fund raising drives	None
3	Alumni Association	None
4	Consultancy	None
5	Self-financing courses	Rs. 179.30 lakhs during the Financial Year 2002 – 2003. *(Note: All our courses are self-financing)*
6	Any others	None

II. Criterion-wise Inputs

Criterion I: Curricular Aspects

This aspect deals with the mission of the institution, its relevance and translation to the programmes offered. The goals and objectives of the institution, should define its distinctive character and address the needs of the society and students, it seeks to serve. It has to reflect both the tradition of the institution and its vision for the future. It requires information on how the curriculum design of the institution offers diversity and flexibility to learners. It also seeks information on the practices of the institution in initiating and redesigning courses that are relevant to the regional and national needs.

The characteristics related to this criterion are, whether:

❑ *The goals and objectives of the institution are clearly stated, periodically reviewed, and communicated systematically to all its constituencies*

❑ *The programmes of teaching and learning are consistent with the goals and objectives of the institution.*

❑ *Feedback from academic peers and employers is used in the initiation, review and redesign of programmes.*

1. **How are institutional mission and goals reflected in the curricula?**

   Over the years, the **mission** of the institution 'to create and maintain an environment wherein the learning process ensures holistic development of its stakeholders' has been followed with diligence in formulating as well as in translating the curricula.

   ❑ Home Science and Business Administration are in themselves **holistic disciplines**. The framework of the programmes being offered at this institution reveals an all-inclusive approach within the curricular design for all the three departments. *(Refer to Prospectuses of the three departments – Enclosures I-A, I-B and I-C)*

     • A check of the subjects studied during the three years of undergraduate (UG) learning in Home Science and Business Administration, as well as the two years of postgraduate (PG) learning in Home Science, would reveal the wide gamut of teaching-learning experiences planned out for creating an environment that would ensure holistic development of its participants. The B.Sc. and M.Sc. curricula (Department of Home Science) cover a wide range of **Sciences** in subjects ranging from *Physics* (the exact of the exact sciences) to *Resource Management* (the inexact of the inexact sciences); along

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with certain **Arts** and **Humanities** subjects such as *Art in Everyday Life* and *Sociology*. The curricula of the B.B.A. programme (Department of Management) concentrates on subjects ranging from *Business Mathematics* to *Behavioural Sciences*, and moves on to people-centric subjects such as *Management of Human Values, Human Resource Management* and *Ethics*.

The Commerce discipline, although comparatively less holistic, follows a structure according to market demand.

- The B.Com. curriculum teaches *Accountancy, Economics, Mathematics* and *Statistics*, in healthy correlation with *Business Communication, Environment* and *Law*.

❏ Sufficient numbers of **co-curricular activities** have been built in to the curricula of all the programmes; additionally these activities are undertaken in the implementation of these curricula. College-industry interactive talks/workshops, exhibitions   laboratory displays, field trips ˙ educational excursions, special lectures by Guest Faculty experts, seminars for the Department Section – are all regular features of the learning environment at the college. The co-curricular plans of the Departments of Commerce and Home Science are held at an active interface, since these are located in the same campus.

❏ *It is apt to add here that the curricular and co-curricular plans really find complete facilitation with the several extra-curricular activities of the institute.*

The **first objective** (goal) of the institution – 'to acquire knowledge and skills in the pursuit of academic excellence aimed at advancements into higher education, research and extension activities' – is reflected in the curricula of all undergraduate (UG) and postgraduate (PG) programmes.

❏ The 'Faculty of Science' and the 'Faculty of Engineering and Technology' of the affiliating University endorse only **honours courses** and not pass courses. The students are therefore motivated to put in their best in academics.

❏ A judicious mix of theoretical and practical curricular subjects, complemented with co-curricular activities, contributes to the acquisition of **knowledge and skills**. *(Refer to Answer No. 3 of this criterion)*

❏ Having gone through our UG curricula, several graduate alumni of Home Science have **progressed into higher education** (in PG programmes) at many renowned institutions of the country, such as *S.V.T. College of Home Science* and *Nirmala Niketan College of Home Science* in Mumbai, *M. S. University* of Baroda and *Lady Irwin College* at New Delhi. Students of Commerce have advanced to the famed *Symbiosis Institute of Management Sciences*, Pune and *Faculty of Management Studies*, Delhi.

Several enroll into the PG programmes at this institute itself, which is seen in that most of our own PG programmes run to full capacity. [The entry year batch of PG (Home Science)

2003-2004 has 28 seats out of the 30 available seats filled up, of which 25 are graduates from this institute.]

❏ The PG curricula give focus upon basic research. In the entry year, 50 marks out of a total of 850 are allotted to Project work; and in the second year 200 marks out of a total of 750 are allotted to Dissertation work. (In consideration to the nature of study carried out for a disertation, Jadavpur University refers to it as Mini Thesis.)

❏ The PG curricula enthuse many to take up higher education and research. (Two such students are currently enrolled in our Ph.D. programmes.)

❏ College-extension interface through foundation (Subsidiary) subjects – *Extension Education* – in UG programmes of Commerce and Home Science is an effective way to encourage advancements into neighbourhood support activities. Specialisation subjects such as *Community Health & Nutrition* (FN), *Maternal & Child Health* (HD and TC) also ensure progression to extension activities.

The second objective of the institution – 'to educate within a dynamic system structured towards varied professional and vocational applications for career design and development' – is reflected through the temporal evolution of our different programmes and their respective curricula – mirroring constant review and updating over time.

❏ The milestones in this process are *(Refer Master Plan – **Appendix I**, and Prospectus – **Enclosure I-A)**:*

- The Institution began with an aim to providing formal education to women.

- With the passing of years, the curricula were updated at regular intervals and kept at par with national standards. Home Science was made to include a large number of practical subjects whereby students would get adequate exposure for suitable design and development of career in the modern world

- Over the years, the need for women to step out of home and be economically independent arose. TT (Teachers' Training) Diploma was updated to B.Ed. degree course in Home Science.

- Obsolete subjects were dropped and more topical ones introduced.

- Information Technology (IT) and Computer Training were started at all levels and in all departments. The Department of Commerce was set up to further professional and entrepreneurship skills of women.

- In 2002, the Department of Management was set up in response to a huge market demand for such studies; at which time it was also envisaged that a coeducational system would add value to holistic development, by providing opportunities for gender mixing. This is in keeping with the traditions of ancient Indian culture where equal opportunities were given to both men and women for the pursuit of integral knowledge and liberation. The B.B.A. programme of this department is guided by the students' focus of wanting to embrace a dynamic corporate profession just after 10+2 school

level, instead of having to wait 3-5 years for completion of a UG programme in other disciplines.

❏ The UG curricula in all three programmes were made to include individual participation in seminars and quizzes. Workshops in the curriculum of Business Administration, and mandatory Internship Training Programmes in all three departments were included to introduce students to the real life challenges of workplace so that career decisions could be taken from hands-on experience.

❏ The curricula of all three disciplines are major motivators towards self employment as much as employment in various industries such as the hospitality industry, building industry and textile industry (for Home Science students), business and trade (for Commerce students), and service industry (for Management students).

The third objective – 'to work proactively towards individual and group goals within an integrated setting of diverse socio-cultural members' – is achieved through these aspects of the curricula:

❏ Home Science students take part in interactive seminars (towards individual goals), Resource Management Residential Training and field trips (towards group goals).

❏ Commerce students participate in interactive seminars and industrial training programmes.

❏ Management students take part in seminars and internship programme.

All these activities take place in an environment characterised by the coming together of students from diverse socio-cultural backgrounds and ensure a proactive approach towards the achieving of larger group goals.
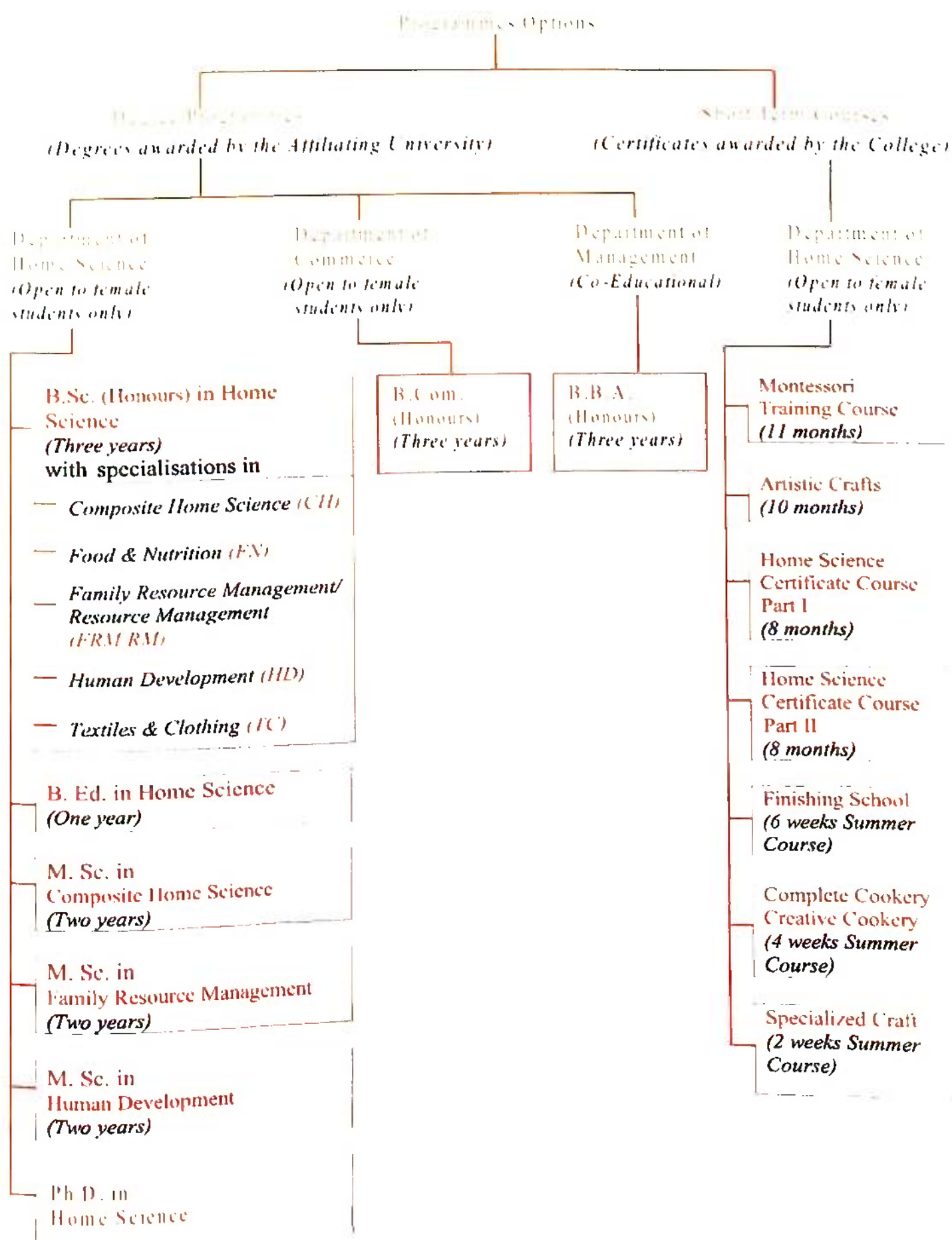
Students in all departments are able to achieve the fourth objective – 'to attain self-reliance through balance of freedom and discipline within the body, mind and spirit' – of the college through:

❏ A well-laid out curriculum that encourages individual, yet rigorous work schedules. This fosters training towards achievement of balance in the body-mind complex.

❏ Participation in seminars and projects that allow students freedom of thought and expression, thus contributing to the essential process of teacher-independent learning for self-reliance.

❏ Practical and Theoretical classes are held with healthy alternation, leading to a mix of freedom and discipline.

❏ The independence and order inherent in such an extensive gamut of subjects leads to a rich mental reservoir of information, concepts, attitudes and creativity.

All the above harmoniously carry students to a free and disciplined body-mind complex; and thereon to a self-reliant spirit.

2. **What is the range of programme options available to the students for awards such as degrees, certificates and diplomas?**

The entire range of programme options available to students, are shown in boxes below.

Programmes Options

Degree Programmes
(Degrees awarded by the Affiliating University)

Short Term Courses
(Certificates awarded by the College)

Department of Home Science
(Open to female students only)

Department of Commerce
(Open to female students only)

Department of Management
(Co-Educational)

Department of Home Science
(Open to female students only)

B.Sc. (Honours) in Home Science
(Three years)
with specialisations in

— *Composite Home Science (CH)*

— *Food & Nutrition (FN)*

— *Family Resource Management/ Resource Management (FRM RM)*

— *Human Development (HD)*

— *Textiles & Clothing (TC)*

B. Ed. in Home Science
(One year)

M. Sc. in Composite Home Science
(Two years)

M. Sc. in Family Resource Management
(Two years)

M. Sc. in Human Development
(Two years)

Ph D. in Home Science

B.Com. (Honours) (Three years)

B.B.A. (Honours) (Three years)

Montessori Training Course
(11 months)

Artistic Crafts
(10 months)

Home Science Certificate Course Part I
(8 months)

Home Science Certificate Course Part II
(8 months)

Finishing School
(6 weeks Summer Course)

Complete Cookery Creative Cookery
(4 weeks Summer Course)

Specialized Craft
(2 weeks Summer Course)

3. **What is the proportion of the following components in the programme options?**

Knowledge   Skills

Knowledge is conceptualised here as the range of information about a specific subject that provides its clear and definite mental perception and understanding and skill is the expertise developed through training for a specific job. However, while differentiating between the two, it is also understood that knowledge and skills are not mutually exclusive; rather they are complementary concepts where each achieves its fruition in the other.

Accordingly, in the context of formal education, knowledge and skills have been interpreted as the dissemination of theoretical and practical subjects respectively.

(Refer to Prospectuses of the three departments – **Enclosures I-A, I-B and I-C)**

UG programmes:

At this institute, the proportion of theoretical (*Read* – knowledge) and practical (*Read* – skills) subjects in the different UG programmes (within specific Sections of Home Science), in both Annual and Semester systems, are shown in the following bar charts.

Three-year UG Programmes (Annual System)

■ Knowledge
□ Skills

Three-year UG Programmes (Semester System)

■ Knowledge
□ Skills
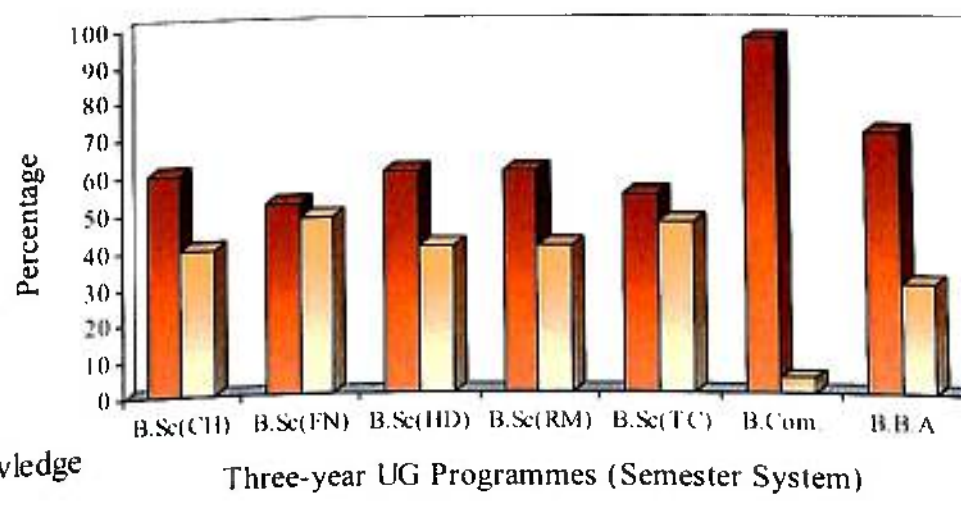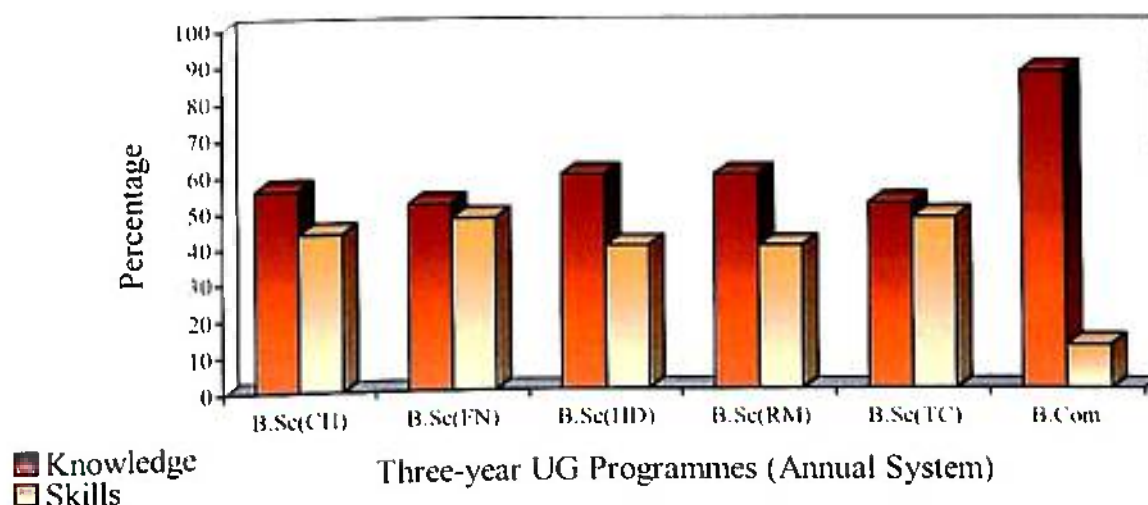
It can be observed from the bars that the proportion of skills in the undergraduate programmes of Home Science is much greater than that of Commerce and Business Administration. In the semester and annual systems respectively in Home Science, it is 40% and 44% in Composite (CH), 40% and 40% in Human Development (HD), 48% and 48% in Food & Nutrition (FN), 40% and 40% in Resource Management (RM), and 46% and 48% in Textiles & Clothing (TC), whereas the figures are 4.2% and 12% in Commerce, and 30% in Business Administration.

This is because **Commerce** and **Business Administration** find much of their practical applicability in real-life situations such as Industrial Training, Computer Programming, Seminars and Projects. **Home Science** on the other hand has the advantage of being able to simulate much of its practical applications in laboratory situations. As an example: Activities in practical subjects such as *Food Preservation* in Composite and Food & Nutrition Sections, *Residential Management Training* in Resource Management Section, *Textile Testing* in Textiles & Clothing Section and *Individual Child Study* in Human Development Section, can all be actually performed in laboratories. However, it needs to be noted that in Commerce, where the proportion of knowledge appears relatively high, subjects like *Accountancy, Costing, Mathematics* and *Statistics* teach knowledge and skills in an integrated manner.

PG programmes:

The proportion of knowledge and skills in the different PG programmes (currently in annual system only), are shown in the following figure.
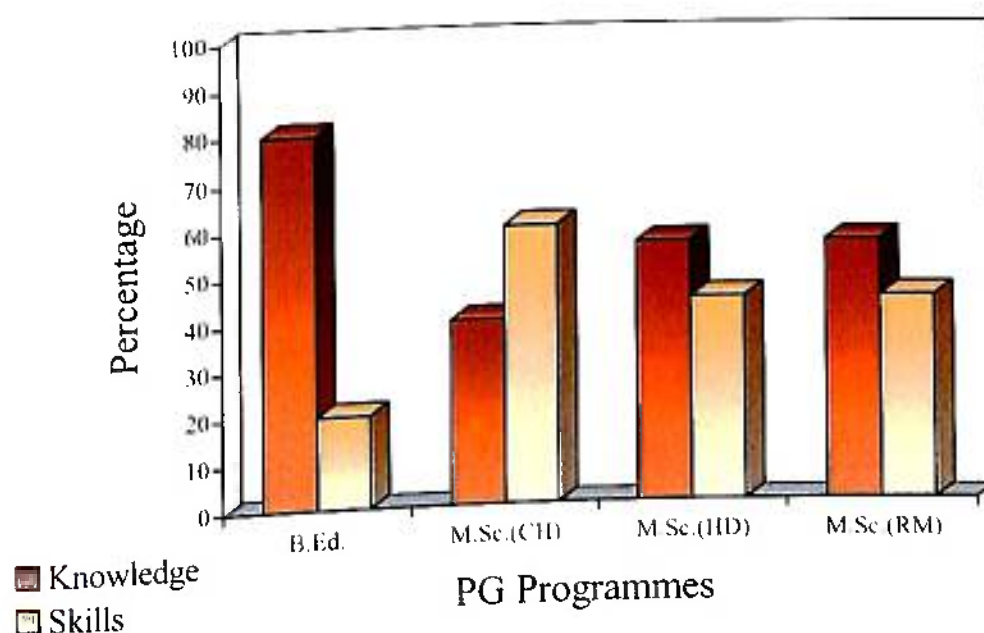
The aforementioned observation (for UG programmes) finds reinforcement in the reflection of knowledge and skills in PG programmes of Home Science. The proportions of skills here are 20%, 60%, 44% and 44% in B.Ed., and in Sections of Composite, Human Development, and Resource Management respectively.

Short Term Courses:

The proportion of knowledge and skills for the different Short Term Courses are shown graphically below.
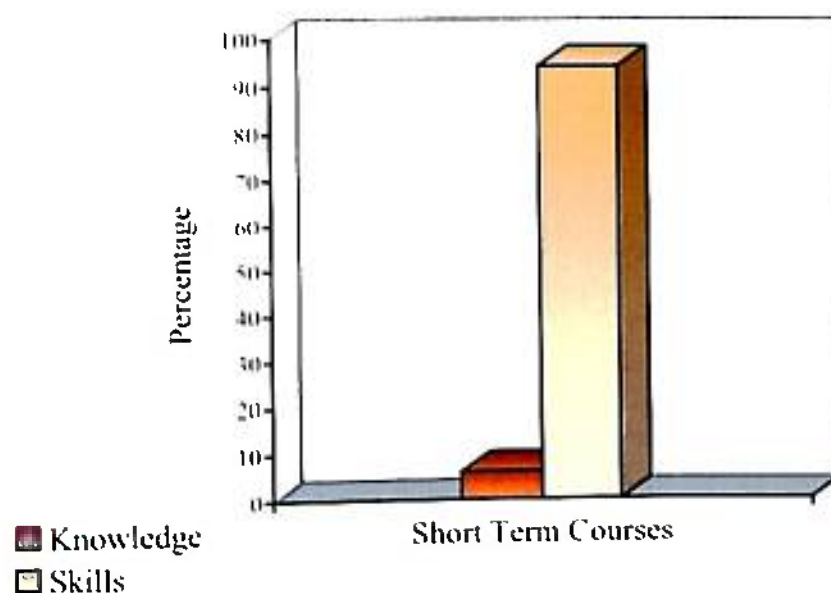
As these Short Term Courses are skill-oriented and taught mostly through practical lectures, the proportion of skills in these programme options is as high as 94%.

4. **Are programmes flexible enough to offer students the following benefits?**

   a) **Time frame matching student convenience** ☑

   b) **Horizontal mobility** ☑

   c) **Elective options** ☑

   d) **Non-core options** ☑

a) Time frame matching student convenience ☑

Time frame of the degree programmes is flexible to match students' requirements in the following ways:

❏ Convenience of completing the chosen programme for attainment of degree with breaks as suited to students.

   ▪ Students of all three departments are allowed to complete their minimum three-year UG degree requirements within a maximum of six years from admission into the entry year.

   ▪ Students of PG Home Science are allowed to complete their minimum two-year degree requirements within a maximum of five years from admission into the entry year.

❏ Convenience of completing the chosen programme for attainment of degree in spite of failure/s in certain or all subjects.

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- Students of UG Home Science can take supplementary examinations in up to two four subjects per year/semester according to results of University Examinations of the first two years. Non-attainment of pass marks in the final year however would necessitate casual enrolment for a further year.

- Students of PG Home Science can take re-examination in all subjects if they fail to score 40% in the aggregate of practical subjects.

- Students of UG Commerce can take re-examination in such subjects that are not cleared according to results of University Examinations of the first two years for a maximum of two attempts. Failure to clear subjects in the final year however would necessitate casual enrolment for a further year.

- Students of UG Management can take re-examination in such subjects that are not cleared, up to six years from the date of admission to the entry year. A special supplementary examination will be arranged for unsuccessful students in the final year, that is, Semester VI.

There is no flexibility in time frame for students in Short Time Courses.

(Refer to relevant Prospectuses for Examination Rules in Departments of Home Science and Commerce; Refer to Report of Review Committee for Examination Rules in Department of Management Appendix IV)

b) Horizontal mobility

Horizontal mobility is of two types:

❑ **Interdepartmental mobility** wherein students may opt to move from:

- B.B.A. to B.Com.
- B.Sc. to B.Com. and vice versa

These programmes are flexible in order to allow horizontal mobility within two weeks of admission into the entry year, subject to:

- Availability of seats
- Satisfaction of requisite eligibility criteria (*Refer Prospectuses*), and
- Obtaining a *No Objection Certificate* to exit the department from the Principal or Director (Education).

❑ **Intradepartmental mobility** (In Department of Home Science)

This flexibility is available in two forms:

- *Intra-programme*, rather an *intersectional* movement, in final year of the UG programme. In the annual system, students have been taking one option from Science and Bio-Science group of subjects in the second year of study. When they progress to the final year, students of Science get the mobility to move between Sections of FN, TC and RM. Students of Bio-Science get the mobility to move from CH Section to HD Section and vice versa.

In semester system grouping into Science and Bio-Science has been discontinued and therefore students of UG final year will have full liberty in terms of horizontal mobility, that is, they shall have the flexibility to move between any of the five Sections as per choice.

- *Inter-programme* movement in the entry year of the PG programmes.
  - M.Sc. to B.Ed. and vice versa
  - M.Sc. (HD) M.Sc. (FRM) to M.Sc. (CH)

This is possible because Composite is a general Home Science Section whereas FRM and HD are subject-specific.

These two kinds of interdepartmental mobility have to be however exercised within two weeks of commencement of classes, subject to:

- Availability of seats, and
- Satisfaction of requisite eligibility.

Short Term Courses do not allow the flexibility provided in terms of horizontal mobility. However, more than one course can be undertaken simultaneously if timings are so placed.

c) Elective options ☑

The Department of Management offers this flexibility in Semester VI wherein students can choose between *Financial Management* or *Marketing Management* or *Production/Operation Management. (Refer Prospectus)*

d) Non-core options ☑

Some of the first and second year Foundation (Subsidiary) subjects of the Department of Home Science, such as *Chemistry, Physics, Art, Communication Skills,* and *Psychology* are non-core subjects. In the annual system there has been an option to choose between Science and Bio-Science group of subjects *(as outlined in the explanation of horizontal mobility in Answer 4b earlier)*, but in the semester system there is no such option.

The Departments of Commerce and Management offer no such option.

5. How often are the existing curricula for a subject reviewed and updated?

Department of Home Science:

- The curriculum for the UG programme was first formulated in 1963, whereas for the PG programmes this was done in 1973. Both of these were reviewed in 1977 and updated in 1978.
- Thereafter they were reviewed in 1989-1990 and the updating was effectuated in 1991 with major revisions – the five Sections (areas of specialisations) of Home Science were introduced at the UG level, and the PG programmes were further diversified for three

Sections. This was done after a study of several operating curricula of renowned Home Science Institutes around the country, as well as in consultation and deliberation with experts from the field of Home Science. Study of computers was introduced then in the entry year of the UG programme.

- In 1995, a revision was made in the curriculum of PG Home Science, when *Computer Programming and Application*, both in theory and practical, was introduced at the entry year. To strengthen this shift, a computer laboratory was set up at the college with UGC assistance as part of the latter's COSIST programme. The UG curriculum was further updated in this year.

- The next large-scale review was done in 2001, followed by updating in 2002 and effectuation in 2003, when the annual system was replaced by the semester system, along with major revisions of curricula and syllabi of all subjects of the UG programme.

The constitution of various committees involved in curricula review-and-updating – Faculty Council, Executive Council and Court of the affiliating University – is detailed in the University Acts and Statutes *(Enclosures II-A and II-B)*.

Department of Commerce:

This department, launched in 1997, has effectuated its first major curricula-syllabus updating with effect from 2003, wherein the temporal plan of the B.Com programme was also changed from the annual system to the semester pattern.

Department of Management:

This department was initiated in 2002 and will only be eligible for curriculum revision in 2004.

Short Term Courses of the college are flexible in course content. Changes are brought in these whenever required in consultations held at a student-teacher interface, and with the final approval of the *Coordinator of Short Term Courses*.

What are the courses introduced by the college during the last three years? Give details.

A new department – the Department of Management – was inaugurated in August 2002 with Bachelor of Business Administration (B.B.A.) programme.

The curricula were designed with the help of UGC model curricula and contributions of experts from the academia and industry, especially with the help of renowned academicians from *Indian Institute of Management*, Joka (near Kolkata). The three-year undergraduate programme was designed on the basis of recent trends of Management studies. The first two years of the course form the foundation of business administration, after which in the third and final year students can specialise in a specific chosen field of Management. The programme incorporates essential project work within its ambit to enable the students to apply their classroom teaching in real-life situations. The inclusion of a period of mandatory internship during the third year is a unique feature of this programme that offers ample opportunity to students for assessing their abilities and pursuing career interests.

6. **How long does it take to introduce a new programme of study after it has been conceptualised?**

A new programme of study can only be introduced after it has progressed through these steps:

Conceptualisation of new programme s of study

↓

General Teaching Staff Meeting with the Principal
In which the proposal is drafted, *and directed to*

↓

Executive Council (Meeting) of Affiliating University
At which recommendations are made for submission of preliminary report, *through*

↓

Review Committee (Meeting) of Affiliating University
(As constituted by Executive Council)
Which prepares the preliminary report, *and submits it to*

↓

Executive Council (Meeting) of Affiliating University
At which recommendations are made for submission of final report,
with advice on necessary changes, *to*

↓

Review Committee (Meeting) of Affiliating University
Which drafts the final report, *and submits it to*

↓

Executive Council (Meeting) of Affiliating University
From where it is sent with guidelines for framing of curriculum, *to*

↓

Sub-Committee for Curriculum Design
(With assistance of Faculty Council (Meeting) of Affiliating University)
Which forms the final report with recommendations regarding aims,
details of programme format, syllabus and examination rules, *and sends to*

↓

Executive Council (Meeting) of Affiliating University
Which passes recommendations, *and forwards it to*

↓

University Court (of Affiliating University)
Which passes the course and approves the curriculum, *and refers it to*

↓

The Institute
For execution of curriculum

This entire process takes a **minimum of one year**. However if the Review Committee objects to any part of the new proposal, then it (the proposal) has to be reframed and hence be directed through the Faculty Council and Executive Council once more. In such a case it may take two to three years from conceptualisation of a new course to its final launching.

(The process of approval of our latest programme for Bachelor of Business Administration is recorded in the Report of Review Committee — Appendix IV.)

Since Short Time Courses do not have to be vetted by the University, they can be introduced on the mutual concurrence of the Principal and Coordinator of Short Time Courses within a few weeks.

7. What are the contributions of the institution in the curriculum design of the university?

The Institute **exclusively** houses the following departments of the Jadavpur University:

⌐ Home Science – UG, PG and Ph.D. (Under the Faculty of Science)

⌐ Commerce – UG (Under the Faculty of Arts)

⌐ Management – UG (Under the Faculty of Engineering and Technology)

The curriculum of the programmes of each of these departments is designed only by this institution and eventually passed by the Court of the affiliating university with modifications as required. The Principal of the Institute is an ex-officio member of the Faculty of Science and invitee member of Faculty of Arts and Faculty of Engineering.

8. Has there been an academic audit by the university?

Yes.

❑ A Review Committee that includes relevant members as selected by the Executive Council of the affiliating university, overviews all aspects of a programme after its initial introduction.

This committee visits the Institute to inspect its physical infrastructure and to corroborate its faculty strength. The Review Committee thereafter issues a report with its observations and recommendations. These are later made available to the Institute for its compliance.

One such report of Review Committee (for our B.Com. programme) names its members as: The Dean, Faculty of Arts – Chairman; Deputy Registrar – Convener; Five Executive Council Members – Members

❑ Faculty Council Meeting of the Faculty of Science of the affiliating university is held at least twice a year at the Institute premises. These meetings provide for constant monitoring of the attributes of the Institute.

9. **Furnish details of the following aspects of curriculum design:**

a) Innovation such as modular curricula

The Department of Home Science initiated this innovation in 1991 when the five Sections of Home Science namely, CH, HD, FN, FRM and TC were introduced in the B.Sc. (Home Science) Programme. The first two years of study consists of foundation (subsidiary) subjects while the final year Sections are complete modules in themselves.

b) Inter/multidisciplinary approach

All programmes of the college are both interdisciplinary and multidisciplinary. *(Refer to departmental Prospectuses)*

Home Science comprises subjects from both exact and inexact sciences. Additionally, *Environmental Studies, Extension Education, Women's Studies* and *Mass Communication* have been included in Home Science curricula. Business Administration covers subjects such as *Economics, Statistics Mathematics, Language, Computer Programming* and *Environmental Studies,* on to *Corporate Ethics.* Commerce draws from *Economics, Accountancy, Mathematics, Environmental Studies* and *Information Technology.*

10. Any other highlights:

- The college is to introduce certain much in demand programmes in the near future. These are – M.Sc. in FN and TC Sections, M.Com. and B.B.A. degree programmes.

- The curricula of all three departments have been designed with a view to creating good citizens in a generation belonging to a highly urbanised society. With this purpose, *Environmental Studies and Awareness* has been inculcated into the curricula at various levels of studies. The curriculum of Home Science is especially geared to address this issue through its subject of *Extension Education,* as many outreach programmes can be and are arranged to benefit the underprivileged sections of society.

- The Departments of Commerce and Management can boast of curricula that have been initiated with built-in facets of vocational application. The curriculum of Home Science however has been regularly updated to make it progressively and increasingly job oriented. Such vocational orientation of Home Science has given to its beneficiaries, who are mostly women, empowerment through education.

- Through the teaching of subjects such *as Art in Everyday Life, Housing, Traditional Textiles and Embroideries of India,* in different Sections and levels, the curriculum not only imbibes knowledge and respect for the culture of West Bengal but also of the entire country.

- Since all the programmes are multi- and inter-disciplinary and also practical oriented, there is scope for academic peer feedback from external examiners and visiting/ guest lecturers, who are renowned academicians and/or professionals in their own fields. This feedback is then used in bringing about needed changes in teaching methods, wherever feasible.

Criterion II: Teaching-learning and Evaluation

This criterion deals with the efforts of the institution in providing appropriate teaching-learning experiences to learners. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution.

The characteristics examined under this criterion are, whether:

❑ *The institution has a transparent admission process.*

❑ *The programmes of teaching and learning cater to individual differences among learners and offers academic flexibility.*

❑ *The institution facilitates the effective running of the teaching-learning programmes.*

❑ *The institution has a well-conceived plan for monitoring student progress.*

❑ *The institution has an efficient mechanism to recruit qualified and adequate faculty.*

❑ *The institution has an open and participative mechanism for evaluation of teaching, research and work satisfaction of the faculty.*

❑ *The faculties have opportunity for continued academic progress and professional advancement.*

1. How are students selected for admission into various courses?

   a) through special entrance tests ☐

   b) through interviews ☐

   c) through their academic records ☐

   d) through combination of the above ☑

Information for admission into various courses of all departments is released in leading city newspapers announcing the distribution of application forms and prospectuses. The institute office collects filled-in forms within a stipulated period of time. Selection into different academic programmes is done through sequential processes as detailed below. These detail the combination of norms applied for student selection. (*Refer to the three departmental prospectuses – Enclosures I-A, I-B and I-C)*

Department of Home Science

Undergraduate Degree Programme (B.Sc.)
Step 1: Checking of academic records – Candidate must have passed Higher Secondary (10+2) or equivalent examinations of any recognised board/council. Cut-off marks are 45% aggregate.

Names of applicants are then short listed on the basis of academic merit for subsequent interviews.

Step 2: Conducting interviews – The Principal conducts one-to-one interviews wherein she notes the applicant's communication skills, interest, and attitude vis-à-vis her academic records. She then studies the comprehensive data from these interviews, and draws out a list of selected candidates. The list is displayed on the department's notice board. There is also a provision for waiting list.

Postgraduate Degree Programmes (M.Sc. and B.Ed.)

Step 1: Checking of academic records – Candidate must have passed B.Sc. in Home Science examinations from the same institute / any other recognised university. Cut-off marks are 50% aggregate. Names of applicants are then short listed on the basis of academic merit for special entrance tests.

Step 2: Conducting special entrance tests – Introduced from the academic session 2003-2004, this step requires that every candidate appear for two written tests:

'General aptitude' test – which assesses the applicant's logic, as well as analytical and reasoning skills.

'Subject Knowledge' test – which assesses the knowledge base of the applicant in the subject/s she is applying for.

Successful candidates are then called in for interview.

Step 3: Conducting interviews – The Principal conducts one-to-one interviews wherein she notes the applicant's personality, communication skills, motivation, attitudes and general application vis-à-vis her academic records. She then studies the comprehensive data from these interviews, and draws out a list of selected candidates. The list is displayed on the department's notice board. There is also a provision for waiting list.

Department of Commerce

Undergraduate Degree Programme (B.Com.)

Step 1: Checking of academic records – Candidate must have passed Higher Secondary (10+2) or equivalent examinations of any recognised board/council. Cut-off marks are 55% aggregate with Mathematics as a subject. Names of applicants are then short listed on the basis of academic merit for interviews.

Step 2: Conducting interviews – The Principal conducts one-to-one interviews wherein she notes the applicant's communication skills, interest, and attitude vis-à-vis her academic records. She then studies the comprehensive data from these interviews, and draws out a list of selected candidates. The list is displayed on the department's notice board. There is also a provision for waiting list.

Department of Management

Undergraduate Programme (B.B.A.)

Step 1: Checking of academic records – Candidate must have passed Higher Secondary (10+2) or equivalent examinations of any recognised board/council. Cut-off marks are 50% aggregate. Names of applicants are then short listed on the basis of academic merit for Special Entrance Test and Group Discussion.

Step 2: Special entrance test and Group Discussion – Introduced right at the launching session itself, this step requires that every candidate appear for written test that assesses the applicant's logic, skills and knowledge base. The Group Discussion assesses knowledge of current affairs, communication and presentation skills, interpersonal behaviour and social attitudes. Selected candidates are called in for interview.

Step 3: Conducting interviews – The Director (Education) and two core faculty members conduct one-to-one interviews wherein he re-assesses the academic records, and notes the applicant's communication skills, interest, and attitude. The comprehensive data from these interviews is studied, and a list of selected candidates drawn out. The list is displayed on the department's notice board. There is also a provision for waiting list.

2. **a. Is there a provision for assessing students' knowledge and skills for a particular programme (after admission)?**

   Yes ☑   **No** ☐

   If yes, cite examples.

   Assessment of student's knowledge and skills for a particular programme in all the three departments begins immediately after admission.

   ❑ In theoretical classroom lectures, assessment of knowledge (primarily) is begun after admission through the following methods:

   - Interactive Sessions
     - Group discussions
     - Question-and-Answer sessions

   - Written Reports
     - On the basis of basic knowledge acquired during the few preliminary lectures some teachers require students to write a brief report on the subject – its contents, relevance and applications.

   ❑ In practical classes assessment of skills (primarily) as well as knowledge is done through the observation of the following:

   - Dexterity in handling of equipment
   - Systematic approach towards implementation and execution of experiments

- Neatness and precision
- Work efficiency
- Quality of work product

The concerned teachers acquire Initial Assessment of students' performance in various Theoretical and Practical classes on the basis of the above techniques. They then exchange and corroborate this information among the peer group, so as to prepare consolidated information of knowledge and skills of each student within a particular programme. This is normally made available to the Principal / Director (Education) and Academic Council within a month of commencement of the session.

A study of the Initial Assessment brings out the individual differences in students, and helps identify the educationally disadvantaged students and the advanced learners. The information also aids in establishing the teaching methodology for a particular batch of students.

b. Does the college provide bridge/remedial courses to the educationally disadvantaged students?

Yes ☑   No ☐

If yes, cite examples.

Based on Initial Assessment *(Refer Answer No. 2a earlier)* of students' knowledge and skills, teachers are able to identify each student's academic strengths and weaknesses. The educationally disadvantaged can then be suitably directed into bridge/remedial courses.

The Departments of Home Science and Commerce are currently offering two such special courses:

❏ **Bridge course**
- 'Numerical Skills' – which primarily attends to the student's
    - Computational skills, and
    - Application in Physics and Statistics

❏ **Remedial course**
- 'English Speaking Skills' – which primarily facilitates the student's
    - Ability to communicate,
    - Comprehension, and
    - Presentation skills

Both the above special courses are offered for eight classes of one and half hour duration each, spread over eight weeks.

The Department of Commerce additionally offers Special Assistance in *Accountancy* to students in need of it.

The Department of Management has not yet offered any 'bridge/remedial' course but it has an effective substitute in:

❏ **Informal Tutorial Assistance**

Students are provided with 40 minutes of consultation time with all full-time faculty members prior to the commencement of classes every day.

This assistance – Daily Contact Programme –which may take on an individual consultation format, facilitates students' regular academic counselling (and personal and career counselling too, when asked for). Timely and clearer conceptualisation is ensured and so is clarification of doubt.

c. How are advanced learners challenged to work ahead of the rest?

Identification of advanced learners is done through Initial Assessment *(Refer Answer No. 2a earlier)*. These students are provided the much required challenges and additional boost by simple yet powerful classroom techniques. A chartered course with defined zone of no ignorance is worked out for them through the following provisions:

- Healthy and optimised classroom recognition of their special traits

- Fostering of a belief in freedom of thought and expression

- Honest rewards in the form of appreciation

- Acknowledgement and application of their original and novel ideas

- Encouragement of creativity as translated into innovation

- Energising of their body-mind complex through an array of ideational forces that guide towards life's greater rewards, a promising future and improved quality of life

- Recommendation of dynamic and exacting topics for seminars, projects and dissertation

- Suggesting and encouraging the application of varied, wide and high order references and information sources for constant upgradation of the intellect

- Guiding students into challenging internship placements for maximisation of potentials and generating confidence of the future

- Channelising their extra energies into co-curricular and extra-curricular activities (at which too they are normally found to excel)

However, a check is kept to see that none of the techniques above work contrary to purpose and to see that the student is comfortable with the challenges provided. Else, the treatment is immediately regulated.

3. **Does the college encourage the teachers to make a teaching-plan?**

Yes ☑   No ☐

If yes, give details.

The Principal Director (Education) believe that a teaching-plan is an important tool for increasing productivity in academic systems, and hence all faculty members are encouraged to apply this most sincerely.

The Department of Management prepares its teaching plan in what it names as 'Lecture Schedule'. It is mandatory for every faculty member to prepare this for his/her concerned paper/s at the beginning of the semester. The Schedule details the entire syllabus (for a particular paper) while outlining all its topics and sub-topics. Each topic/sub-topic is set within and for a specific time format; and thoughtfully accompanied by specific references – library and other information sources. The Lecture Schedule is handed out to each student at the beginning of the semester. This proactive tool serves as a guide both to the teachers as well as the students in facilitating in the teaching-learning process.

In the Departments of Home Science and Commerce, the adopted nomenclature of teaching-plan is 'Lecture Plan'. This has been constructed exclusive of references, and not handed out to the students; the teacher retains it as a personal 'ready reckoner'.

A teacher prepares a teaching-plan for a specific subject along the following basic considerations:

- Essential objectives of the subject
- Details of the syllabus
- Needs of the students vis-à-vis the objectives and syllabus
- Needs of the students vis-à-vis the current times/market/environment
- Academic Calendar for that session

A teaching-plan constitutes:

- Details of the subject – Subject name, subject type, code number, session details, name of the teacher and total marks
- Allocation of number of classes/periods to each topic/sub-topic/unit of the syllabus, both for theoretical and practical papers
- Planning of a logical schedule for ensuring an orderly delivery of lectures, both for theoretical and practical papers
- Designing practical schedules vis-à-vis availability of required laboratories

- Planning the progressive flow of teaching while incorporating the essential features of discussions and seminars

- Keeping provision for revisions towards the end of teaching-plan implementation

- Keeping a time leeway for contingencies like strikes/ illness

- Building Control Points for monitoring and checking

- Fitting in a scope for flexibility, just in case modifications need to be made

A teaching-plan contributes towards:

- Giving the correct and required weightage to every topic/sub-topic/unit of the syllabus

- Preparation for the lecture/class by the both the teacher and the students, especially with the aid of specified references

- Setting up of the laboratories for practical classes in terms of needed equipment, tools and supplies

- Ease, comfort and confidence in delivering lectures, in spite of contingencies

- Monitoring of the teaching-learning process

- Receiving short-term feedback regarding the teaching process/method so as to incorporate changes while implementing

- Complete teaching of the syllabus

- Evaluating the implementation (of a teaching-plan) for establishing outputs and for generating feedback information to be used as inputs for designing the next plan for the same subject for the next semester/session

- Providing data for review and subsequent updating of curricula and syllabi

4. **Are syllabi unitized according to a teaching schedule through the semester/year?**

Yes ☑   **No** ☐

If yes, give details of implementation in terms of monitoring, mid-course correction, etc.

The syllabi have not been technically 'unitized' for the curricula within the annual pattern of teaching; rather they are **'numerised'**. However, the syllabi for the curricula within the semester pattern of teaching are 'unitized'.

In the annual pattern, topics/sub-topics were formulated traditionally in the syllabi through numbered and sub-numbered articles laid out in a logical format within the temporal pattern of teaching. For implementation of the syllabi, the concerned teacher split/s the entire syllabus into three individually complete parts towards devising his/her teaching-plan. The three parts cover the articles within a fixed three-phase time format:

Part 1 – from the beginning of the academic session to the First Periodical Examinations (July to September approximately).

Part 2 – From after the First Periodical Examinations to the beginning of the Second Periodical Examinations (November to January approximately).

Part 3 – From after the Second Periodical Examinations to the start of the Annual University Examinations (February to March approximately).

In the semester system of teaching, the curricula have been framed in the form of 'units sub-units' (as per UGC guidelines) for all degree programmes of the three departments. Devising of teaching-plans has therefore become much more simplistic with these unitized syllabi.

It becomes imperative that this format (three-phase or unit) work in effective coordination with, rather within, its teaching-plans *(Refer to Answer No. 3 earlier)*.

Implementation of syllabi vis-à-vis teaching-plans ensures that all unexpected deviations to the planned format are identified in time. Data on the implementation is monitored and this is then compared against planned specifications. The checking might reveal deviations, as it very often does, due to various reasons such as:

- Erroneous design of planned specifications in the syllabi or teaching-plan or both.

- Ideas that have been overlooked and hence not incorporated in the original plan.

- New developments, and research in the field/subject which the teacher may want to include during the implementation of the plan.

The teachers judiciously use information received about deviations. At his/her discretion, the teacher may ignore these deviations, provided it is considered permissible. Normally however the deviations are attended to by making adjustments to the plan in implementation. These adjustments which take on the form of 'mid-course corrections', could be undertaken through any one or more of the following methods:

- The teacher may speed up the execution of the uncovered part of the teaching-plan by adopting a more efficient yet effective teaching methodology. For example, productive audio-visual tools may be arranged for immediately.

- The Principal/Director (Education) may be requested for extra classes to take care of the shortfall in time.

- Expert/Guest faculty may be invited to cover the challenging topics still left to be taught.

- The teacher may also arrange for additional and special books, references and other materials for effective student support.

It is to be noted here that:

- All the above mid-course corrections are made without creating any kind of discomfort to students' teaching-learning experiences.

- The entire implementation process – monitoring, checking, and making adjustments through mid-course corrections; along with attendant study of the environment, and use of feedback, is an ongoing process within the teaching-learning systems.

Additional applications of monitoring and mid-course corrections:

- All the deviations recognised through monitoring, and mid-course corrections made in a particular semester session are recorded. These records become vital information to be used as inputs to be used for corrective feedback when designing the teaching-plan for the next academic session/semester.

- More significantly, all such monitoring and mid-course corrections become bases for early review of syllabi (within curricula), recommendation of changes within them, and their subsequent updating for approval.

5. **How does the college supplement the lecture method of teaching with other learner-centered teaching methods?**

The lecture method of teaching is systematically fortified by following learner-centred supplementary teaching methods.

- **Interactive classroom sessions** between teachers and students. Interactions in the form of question-and-answer session during/at the end of each class stimulate reflected learning and exchange of thoughts and ideas. Additionally, class interactions through group discussions provide a platform to express and challenge established views so as to come up with contemporary ideas, some of which are unique. This technique is very effective for dealing with concepts such as those in the subject of *Resource Management*. (It is not uncommon that during such interactive sessions students have generated concepts that are near revolutionary; surprising the student herself, the entire class and the teacher.)

- Effective use of **visual teaching aids** such as charts, posters, specimens and models. This naturally provides for easy comprehension of the subject along with better understanding. These aids also act as physical endorsements, increasing the credibility of the concept being taught. The subjects of *Residential Architecture* and *Interior Design* find this technique to be especially learner-centric.

- Discussions on **specific case studies/reports** relevant to the subject. This invokes common interest among the students and they can involve themselves through discussing real-life situations and proposing solutions. The commerce students find it easy to comprehend *Budget making* if they are exposed to actual budgets of certain operating commercial firms. *Share market* and its behaviour definitely find explanation in the creation of an actual share scam.

- Application of **role-play**. This technique, when applicable and feasible, is highly effective in internalising the meaning and content of most concepts. Students of *HD Section* of Home Science apply this at nursery schools.

  The college operates its own Nursery School as a laboratory for the HD Section within its Main Campus.

- References through **Resource Centre/ Material Museum** for practical papers. The various laboratories, especially Home Science laboratories, at the institute maintain well laid out Resource Centres to serve the teachers explanations. Brochures/pamphlets/price-lists/samples of products used in residences find place in the Resource Centre for the subject of *Interior Design*.

- **Laboratory demonstrations**. Complex facts, principles and laws of practical fields are easily understood when relevant applications are demonstrated in the laboratory; this is then a visual endorsement of what was aurally perceived. A study of materials and finishes of *Household Equipment* along with their efficiency testing can and is being effectively demonstrated.

- **Industrial visits / field visits**. These provide powerful in sights into practical applications and prepare students for their career ahead. The subjects related to *Business Administration* and *Building Construction* studies find these indispensable.

- **Teacher-independent learning** through seminars, term papers and project presentations. This promotes and encourages independent thinking; also, it is a means of providing encouragement to advanced learners to work on challenging topics in the emerging areas of study. All *UG and PG Home Science and UG Commerce students* present seminars before their entire class and faculty members.

- **Lectures by experts** from the industry/fields. This provides practical perspectives and also widens the students' horizon of thinking. An absolute 'must' for *Business Studies*.

6. **Is there a facility to prepare audio-visuals and other teaching aids?**

   Yes ☑   No ☐

If yes, give details.

Captive resources within the college help generate various types of effective teaching aids. Some details:

- The Main Campus has a well laid out Art Laboratory with a well-qualified faculty [MA (Fine) in Arts] to support it. Precise and effective visual aids in the form of charts, posters and models have always been generated at this laboratory, both for curricular and co-curricular purposes. The *Extension Services* and *National Service Scheme (NSS)* activity groups have traditionally used this facility to generate resources for their neighbourhood activities.

- The science laboratories regularly create specimens as visual aids. The TC Section of Home Science uses self-generated specimens to teach *Fibre Identification and Dye Identification*.

- Three-dimensional models. The PG in Family Resource Management students are given specific training in model construction by a visiting expert; they then generate these models as a part of their presentation within the *Housing & Interior Design* and *Commercial Space Design* syllabi. These models are later used by the teachers as teaching aids.

- Computerised lecture notes. Some teachers have digitised their lecture materials into neat, standardised notes. In addition to being distributed amongst the students, these are transferred to transparency sheets for projection via over-head projectors (OHPs).

- Computerised dynamic presentations. These are designed at our Computer Laboratories/Centres, which are equipped with required hardware and software. The Department of Commerce has a faculty member with a Post Graduate Diploma in Systems Management, and a senior faculty member of the Department of Home Science is a systems analyst. Several teachers in all our three departments are literate to this end.

- The college does have basic audio recording facilities.

  Various audio-visual teaching aids shall be very shortly (December 2003) generated at the Audio-Visual Centre being set up at the Satellite Centre. This state-of-the-art unit shall have the advanced audio, visual and audio-visual recording facilities. As a landmark achievement of the college in terms of its infrastructure and learning resources, the center shall generate most of its teaching aids.

- The Departments of Home Science and Commerce have a 'Printing and Publicity Services' activity group that guides the preparation of teaching aids in terms of form, quality control and cost implications.

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7. **Furnish the following:**

Since there are departmental variations, the details have been presented department-wise (and in a tabular format) for correct conceptualisation.

Average figures have not been computed since the Department of Management was launched from the session 2002-2003.

(All data is for the academic session 2002-2003, unless otherwise specified.)

	Department of Home Science	Department of Commerce	Department of Management
Teaching days	139	187	177
Working days	189	234	225
Work load	30 hours/week	36 hours/week	36 hours/week
Ratio of full-time teachers to part-time teachers (last two years)	1:1 (2001-2002) 1:1 (2002-2003)	1:1 (2001-2002) 2:3 (2002-2003)	N.A. (2001-2002) 2:1 (2002-2003)
Ratio of teaching staff to non-teaching staff (last two years)	2:1 (2001-2002) 7:3 (2002-2003)	3:2 (2001-2002) 1:1 (2002-2003)	N.A. (2001-2002) 6:1 (2002-2003)
Percentage of classes taught by full-time faculty	60 %	60 %	67 %

8. **Are evaluation methods communicated to students at the beginning of the year?**

Yes ☑   No ☐

If yes, give details.

Evaluation methods are necessary tools for monitoring the teaching-learning process. These, we believe, should be communicated to the students at the beginning of every year/session/semester (depending on what is applicable) so that not only are they aware of these important features of their learning programme; also, they can prepare and plan for these correctly and in time.

The different methods of communication of the various evaluation methods are:

❑ **The prospectus** – The departmental prospectus, which is given out at the time of collection of application forms, is the first communication of evaluation methods to the students. This includes, amongst other important and necessary details, the following:

- Examination schedules vis-à-vis –
  - Periodical examinations / class tests for annual/semester system
  - Annual/semester university examinations
- Evaluation procedures – with reference to
  - Minimum compulsory attendance
  - Internal Assessment

Being always available with the student, the prospectus acts as a ready reckoner.

❑ **Admission interview** – A brief-up of the basic evaluation methods is given by the Principal / Director (Education) at the time of admission.

❑ **Orientation Lecture** – Within the first week of admission into a particular degree programme for the Departments of Home Science and Commerce, every batch of freshers (students in the entry year) is collected together for this special orientation lecture. The Principal, in the presence of concerned faculty members, conducts the lecture. As its name suggests, the event introduces the institution – in terms of its essential academic and administrative features – to its new students. At the Department of Management, the Director (Education) along with faculty members addresses this need.

The essential structuring of the Orientation Lecture in terms of examination methods is:

- The students are briefed in considerable details about the examination rules, norms, procedures and schedules for their relevant programme/batch.
- Detailed information is given about class tests/tutorials /periodical examinations.
- For two-year and three-year degree programmes, the evaluation procedure adopted for promotion to the next higher class through university examinations is informed.
- Exact percentages relegated to internal assessments is elaborated upon. The link-up of the internal assessment within the university examinations is established.
- Information is also provided about the final qualifying examinations to be held after the minimum period of study.
- Some information is given about flexibility in terms of maximum period of study vis-à-vis the provision of supplementary examinations.

❑ **Talks for specialisation selection** – Students of UG in Home Science are given special talks by five faculty members – one from each of the five Sections (areas of specialisation). Each teacher, while providing an overview of the relevant Section, also informs about specific evaluation methods of that Section.

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⌐ **Information from subject teachers –**

All information, as received earlier from the prospectus and the Principal Director (Education), is endorsed in the classrooms by subject teachers. Doubts that might have arisen are cleared, and specific detailing of evaluation methods for the particular subject is provided. This communication form, though begun at the commencement of the session/semester, is essentially an ongoing process.

9. **Does the college monitor the overall performance of students at the beginning of the year?**

Yes ☑   No ☐

If yes, give details.

As stated in its mission (*Refer prospectuses*), the college ultimately aims "to create and maintain an environment wherein the learning process ensures holistic development of its stakeholders".

With a focus on all round development of its students, it is natural that their overall performance be constantly monitored towards specific end-purposes. This performance can be studied through the observation of students' participation, responses and actions, along with their general behaviour patterns.

As an educational institution, this overall performance monitoring is done within three sets of activities:

❑ **Curricular Activities:**

- Regular Class Assessment of students by the subject teacher, begun right at the beginning of the year/session/semester, through:
  - Interactive Sessions – Group Discussions and Question-and-Answer Sessions (primarily during theoretical lectures) which reveal the students' knowledge base, conceptualisation and quest for knowledge, and
  - Study of students' performance in hands-on situations (primarily in practical classes), which reveals significant information about their mental aspects of detailing, perfection/excellence drives and innovative qualities, along with general skills base and application of skills.
- Informal Assessment through written reports by some subject teachers to monitor the students' conceptualisation of subject matter, and presentation skills. *(The monitored information is recorded, wherever feasible.)*
- Preparation of students' 'Initial Assessment' reports by the subject teacher within a month of the commencement of classes in each session/semester to identify the –

- Specific needs for bridge/remedial courses of educationally disadvantaged students, and
- Advanced learners who require challenging situations.

- Monitoring of students' performance through projects / presentation of seminars term papers assignments. *(A very few of these are held at the beginning of a year.)* These specially help provide information on students' communication and presentation skills, as well as their interpersonal behaviour and attitudes towards teamwork.

- Monitoring of students' (other than at the entry year) general academic performance is done vis-à-vis of their results of formal examinations/tests held in the previous session semester. These could be college tests and annual semester university examinations.

The above observations also tell a lot about the students':

- Desire to improve
- Drive to put in hard labour

❏ Co-curricular Activities:

As ongoing activities throughout a session, some co-curricular work as below is commenced at the beginning of an academic year.

- Observing students during college-industry interactive talks/workshops and exhibitions / laboratory displays shows their ability to integrate course material with the environment, and application of knowledge.
- Field trips / educational excursions reveal significant information on students' overall behaviour, resource management and interpersonal skills.
- Organising seminars for the Department/Section display leadership qualities.
- Extension activities reveal significant information on motivation to help and serve the community.

The above observations also tell a lot about the students':

- Team behaviour
- Initiative
- Sense of responsibility

❏ Extra-curricular Activities:

- Students performance is monitored through several extra-curricular activities that they organise and/or participate in. These could be, to name a few – placement support, cultural programmes, general debates, L. N. Birla National Debate, talent shows,

drama/dance/music competitions, inter-college festivals, observing Independence Day, Teachers' Day, various sports competitions, publishing activities, students' counselling, extension activities, and holistic development workshops. Many of these are held at the start of an academic year.

The above observations tell a lot about the students' attributes such as:

- Range of vision

- Spectrum of interests

- Taking up of responsibilities

- Interpersonal behaviour and team spirit

- Leadership and motivational qualities

- Self-motivation and commitment

- Confidence and determination

- Willingness to accept change

- Loyalty

- Optimism/pessimism and other attitudes

10. How are teachers recruited? When and how are new teaching positions created? Give details.

How teachers are recruited:

The entire recruitment functions of the college are undertaken by the Principal (At the Main Campus: for recruitments into the Departments of Homes Science and Commerce), and by the Director (Education) (At the Satellite Centre: for recruitments into the Department of Management).

For recruitments against full-time posts, an ad hoc Selection Committee is created wherein the Principal / Director (Education), along with a senior faculty member and a subject expert, process the applications until the final selection. This is done singly (normally) by the Principal / Director (Education) for part-time posts.

The step-wise procedure for recruitments is explained concisely in the schematic model on the next page. The procedure recognises the significant influences from:

- The internal environment of the college – with its personnel policies, employment rules, and salary structure.

- The external environment of the college – with its generating employment rules/laws, market/industry trends and community expectations.

Schematic Model showing Procedure for Recruitment of Teachers

Academic Plans of the College
for the upcoming session semester

Academic Plans of Department A

Academic Plans of Department B

Academic plans of Department C

Number and kinds of teachers required

Current Inventory of teachers

Analysis of present and future needs of teachers

Acquiring approval from the Governing Body

Sanction of additional financial implications *(if any)* from the Sponsoring Body

List of present needs of teachers

List of future needs for teachers *(Further measures taken later at a suitable date)*

Attracting candidates through advertisements/ word-of-mouth information from
- **external sources, and/or**
- **internal sources** *(College itself)*

Short Listing of job applications on basis of Curriculum Vitae *(and records, if any)*

Position Require- ments and Job Design

Identification of Individual Characteristics of short listed candidates through interviews

Cohesive study of consolidated information on candidates

Recruitment, Selection and Placement

The above (from 'Attracting candidates' to 'Placement') is also adopted when recruitments need to be done against mid-term vacancies during an ongoing academic session.

Creation of new teaching positions:

❏ *When*

Creation of teaching positions is entirely based upon situational requirements. Any of the following major/minor situations could create such requirements:

Minor situations –

- Restructuring of the curricula/syllabi wherein
  - Expansion calls for added positions
  - Expansion/alterations call for new positions with special qualifications

- Change over from the annual pattern to semester pattern, with consequent effects on the curricula/syllabi.

- Increase in curricular activities such as greater number of dissertations, or increase in co-curricular activities such as extension work.

  In such situations new teaching positions need to be created with or without adjustments in the current class pattern of existing teachers.

Major situations –

- Launch of a new department of study with its specific programmes
- Launch of new programme/s of study within a department

❏ *How*

In minor situations as shown above, the need for new teaching position/s is discussed informally at general departmental (teaching) staff meetings. This need, when endorsed by the Academic Council / Faculty Council, is directed by the Principal / Director (Education) to the Governing Body. Permission is sought from the Constituted Attorney of *Sukriti Education Society* (This society is the sponsoring body of the college. Its Constituted Attorney therefore has the final financial authority of the college.). On approval, the recruitment procedures are initiated.

In major situations as shown above, the creation of new teaching positions is a part of the entire plan of launching a new department/programme. With the proposal of a new department or programme being sanctioned by the Court of the affiliating university, the maximum number of full-time and part-time posts is also thereby sanctioned. The decision regarding the 'actual' number of posts to be kept filled is undertaken at an interface with the Governing Body and *Sukriti Education Society.*

Note: This is a private unaided college; hence no external agency needs to be brought into the discussions or even be informed about recruitments for the college.

In the case of colleges where appointment is made by the college, give the following details for the last two years:

Note:

Figures in parentheses indicate the number of candidates.

Key to Departments: H.Sc. – Home Science; Com. – Commerce; Mgt. – Management

The college itself makes all appointments, and all such appointments are self-funded.

	Depart-ment	Self-funded (S) or Government Funded (G) S/G	Adverti-sement	Appoint-ment of Selection Committee	Selection Committee Meeting	Appointment Letter to Candidates
Month and Year of						
For Academic Session from July 2001 to June 2002						
Full-time (On Pay Scale)	H.Sc.	(1) S (1) S	None None	July 2001 –	July 2001 –	August 2001 December 2001
	Com.	None	N.A.	N.A.	N.A.	N.A.
	Mgt.	N.A.	N.A.	N.A.	N.A.	N.A.
Full-time (On Contract)	H.Sc.	(3) S (1) S	None None	– –	July 2001 December 2001	July 2001 December 2001
	Com.	(2) S (1) S	None None	– –	July 2001 December 2001	July 2001 December 2001
	Mgt.	N.A.	N.A.	N.A.	N.A.	N.A.
Part-time	H.Sc.	(10) S (8) S (1) S (1) S	None None None None	– – – –	July 2001 August 2001 September 2001 December 2001	July 2001 August 2001 September 2001 December 2001
	Com.	(5) S (6) S	None None	– –	July 2001 August 2001	July 2001 August 2001
	Mgt.	N.A.	N.A.	N.A.	N.A.	N.A.

Table continued from previous page

	Depart-ment	Self-funded (S) or Government Funded (G) S/G	Adverti-sement	Appoint-ment of Selection Committee	Selection Committee Meeting	Appointment Letter to Candidates
Month and Year of						
For Academic Session from July 2002 to June 2003						
Full-time (On Pay Scale)	H.Sc.	(1) S	None	None	July 2002	July 2002
	Com.	(1) S	None	None	August 2002	August 2002
	Mgt.	None	N.A.	N.A.	N.A.	N.A.
Full-time (On Contract)	H.Sc.	(2) S	None	–	July 2002	July 2002
		(1) S	None	–	August 2002	August 2002
		(1) S	None	–	September 2002	September 2002
		(1) S	None	–	November 2002	November 2002
	Com.	(2) S	None	–	July 2002	July 2002
		(1) S	None	–	August 2002	August 2002
		(1) S	None	–	March 2003	March 2003
	Mgt.	(1) S	None	–	August 2002	August 2002
		(1) S	None	–	January 2003	January 2003
		(1) S	None	–	February 2003	February 2003
		(1) S	None	–	April 2003	April 2003
		(2) S	None	–	June 2003	June 2003
Part-time	H.Sc.	(11) S	None	–	July 2002	July 2002
		(6) S	None	–	August 2002	August 2002
		(1) S	None	–	September 2002	September 2002
		(1) S	None	–	November 2002	November 2002
	Com.	(3) S	None	–	July 2002	July 2002
		(5) S	None	–	August 2002	August 2002

11. Provide the following information about the teaching staff recruited during the last two years.

Teaching staff recruited from		
Same State		Other States
Same institution	Other institutions	
For Academic Session from July 2001 to June 2002		
12	28	None
For Academic Session from July 2002 to June 2003		
11	36	None

12. Does the college have the freedom and resources to appoint and pay temporary / ad hoc teaching staff?

Yes ☑   No ☐

If yes, give details.

Freedom to appoint:

As mentioned earlier *(Refer to Answer No. 10 of this criterion)*, this is a private unaided college; hence no external agency needs to be brought into the discussions or even be informed about appointments for the college.

Whenever the college requires to appoint temporary / ad hoc teaching Staff, say because of some addition/expansion to any of its programmes/departments, it can do so with absolute freedom.

At the Main Campus, the Principal holds discussions with the Academic Council to identify the need for creation of new teaching post/s, and thereafter establishing the need. This is done by the Director (Education) at the Satellite Centre.

Thereafter, the entire process of appointment – advertisements (if any), collection of applications, short-listing of candidates, interview and final selection – is executed by the Principal / Director (Education). It can be noted here that the Principal and Director (Education) are absolute administrative heads at the Main Campus and Satellite Centre respectively.

Resources to pay:

Whenever the college recognises the need to appoint temporary / ad hoc teaching staff, it has to weigh the financial implications of the same.

If these expenses are already taken care of; say if the college intends to start a project wherein the resources provided / to be generated for the said project cover the teaching staff expenses, then the Principal / Director (Education) can proceed to make the necessary appointments.

However, if such projects/expansions entail additional financial expenditure, even though of a temporary/ ad hoc nature, then permission has to be sought from the Constituted Attorney of *Sukriti Education Society*. If the latter finds scope for accepting this proposed expenditure within the planned budget of the college (as it stands on date), then the permission is normally granted. If the scope does not exist, then the Constituted Attorney may sanction this additional expenditure as a non-planned one.

If no, how are additional projects/expansion managed?

Not Applicable

13. **Numbers of teaching staff that have attended seminars/conferences/workshops as participants/resource persons in the last two years:**

	Participants	Resource Persons
National level	25	8
International level	3	2

14. Does the college follow the self-appraisal method to evaluate the performance of the faculty in teaching research and extensions?

Yes ☑   No ☐

If yes, how are teachers encouraged to use the feedback?

The college has its own informal method of self-appraisal. With self-introspection and group discussions with peer group, one is able to identify one's strengths and weaknesses. The weaknesses are analysed, suggestions are taken and the weaknesses are gradually negated. Simultaneously, one builds upon the strengths.

Approved formal self-appraisal formats, as designed by HRD experts, are being studied currently. One such format shall be implemented at the end of the current academic session.

15. Does the college follow any other teacher performance appraisal method?

Yes ☑   No ☐

If yes, give details of the same and state how the results of the appraisal are used.

❏ **The Method**

The teacher performance appraisal method used by the college is based on feedback from its students. The 'Students Feedback on Teachers' Questionnaire (Format No.2) was selected out from the 'Manual for Self-study for Affiliated Colleges' as proposed *by National Assessment and Accreditation Council (*NAAC).

This questionnaire requires students to rate teachers on the following 10 attributes using a 10-point scale from score 10 to 1, graded as 'Very Good' to 'Very Poor'.

The ten attributes:
- Communication skills (in terms of articulation and comprehensibility)
- Interest generated by the teacher.
- Ability to integrate the course material with environment/other issues to provide a broader perspective
- Ability to integrate across the courses / draw upon other courses
- Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate outside class discussion)

- Ability to design quizzes/examinations/assignments/projects to test understanding of the course
- Provision of sufficient timely feedback
- Knowledge base of the teacher (as perceived by the student)
- Sincerity/commitment of the teacher
- Overall rating

During August 2003, two senior faculty members, under the guidance of the Principal, conducted the data collection against the above at the college. This was done in three sets as follows:

Set 1 – 82 nos. graduate ex-students (Batch of 2003) provided feedback on their 20 teachers of the Department of Home Science.

Set 2 – 89 nos. current students from UG final year provided feedback on their 15 teachers of the Department of Home Science.

Set 3 – 50 nos. current students from UG final year provided feedback on their 11 teachers of the Department of Commerce.

The data was statistically analysed by an independent external agency, and the computed results handed over to the Principal as confidential information. In one-to-one meetings with individual teachers, the Principal is required to reveal and discuss the students' feedback on that teacher. (This process is currently under way.)

The basic application of results would be / is being structured around *(Refer also to Answer No. 14 earlier here):*

- The weaknesses are analysed, suggestions taken and thereby these weaknesses are gradually negated.
- The strengths are recognised, appreciated and built upon.
- The essential rationale for the strengths/weaknesses is understood, and tempered where feasible.
- The environmental factors in form of threats and opportunities, as they impact upon the teacher's performance are studied.
- Performance plans and projections for the next academic session are drawn up.

The consolidated results against each set of appraisal has been drawn up and presented before the group of concerned teachers. These results and their application follow.

❑ The Results

Set 1 – Feedback from 82 nos. graduate ex-students (Batch of 2003) on their 20 teachers of the Department of Home Science.

Tabular representation:

ATTRIBUTE		RESULTS	
Code	**Description**	**Average Score**	**Standard Deviation**
A	Communication skills	6.90	0.82
B	Interest generated by the teacher	6.53	0.98
C	Ability to integrate course material with environment/ ther issues to provide a broader perspective	6.46	0.86
D	Ability to integrate across the courses / draw upon other courses	6.20	0.87
E	Accessibility of the teacher in and out of the class	6.44	0.68
F	Ability to design quizzes/examinations/assignments/ projects to test understanding of the course	6.11	0.90
G	Provision of sufficient timely feedback	6.45	0.66
H	Knowledge base of teacher	7.53	0.71
I	Sincerity/commitment of the teacher	7.35	0.54
J	Overall rating	7.12	0.66

| **Composite attributes** *(Attributes A to J above)*	6.71	0.72

Graphical Representation:

58
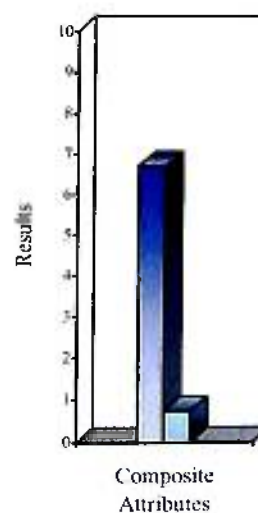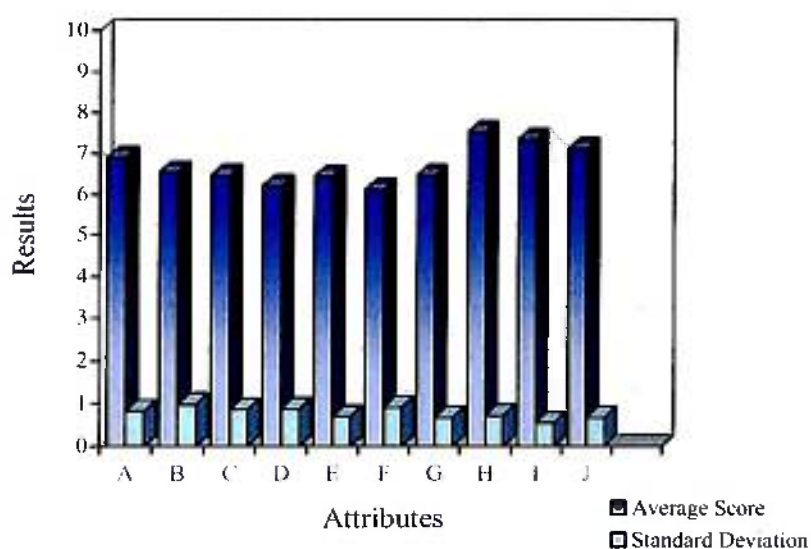
Set 2 – Feedback from 89 nos. UG final year on their 15 teachers of the Department of Home Science.

Tabular representation:

ATTRIBUTE		RESULTS	
Code	Description	Average Score	Standard Deviation
A	Communication skills	6.81	0.76
B	Interest generated by the teacher	6.58	0.94
C	Ability to integrate course material with environment/ other issues to provide a broader perspective	6.57	0.69
D	Ability to integrate across the courses / draw upon other courses	6.23	0.76
E	Accessibility of the teacher in and out of the class	6.54	0.80
F	Ability to design quizzes/examinations/assignments/ projects to test understanding of the course	6.18	0.93
G	Provision of sufficient timely feedback	6.38	0.68
H	Knowledge base of teacher	7.36	0.51
I	Sincerity/commitment of the teacher	7.02	0.61
J	Overall rating	7.72	0.67

Composite attributes *(Attributes A to J above)*	6.72	0.67

Graphical Representation:
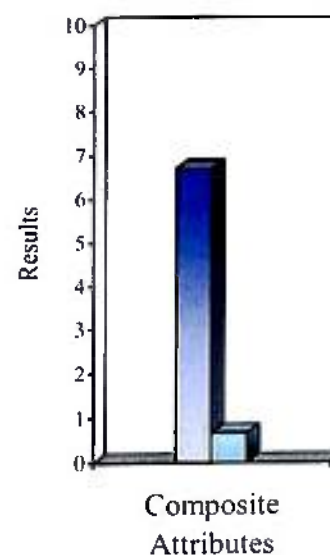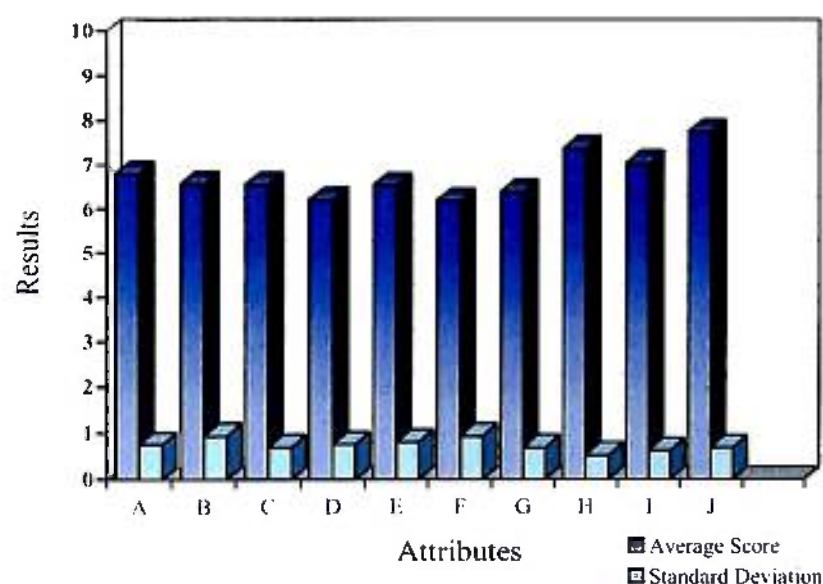
Interpretation and Application of Results

The students (both ex-students and current) have appraised the teachers from the Department of Home Science as follows:

- The three prime desirable strong attributes of these teachers, on an average, are:
  - Knowledge base of teachers,
  - Sincerity/commitment of the teachers, and
  - Communication skills (Articulation and comprehensibility).

  These attributes have scored around 7.2 points out of 10.

Application – These strengths have been recognised, appreciated and need to be built upon.

- The two major weak attributes of these teachers, on an average, are:
  - Ability to design quizzes/examinations/assignments/projects to test understanding of the course, and
  - Ability to integrate across the courses / draw upon other courses.

  These attributes have scored around 6.1 points out of 10.

Application – The weaknesses have been analysed and suggestions taken to gradually negate these weaknesses.

- All the scores stand at between 6.1 and 7.6 (out of 10). This shows that the students do not identify any marked strength or weakness in their teachers' performance.

Application – Though heartening in certain aspects, excellence can always be worked towards.

- The average for the 'composite attributes' (of 10) stands at 6.72 out of 10, which shows a generic above-average rating.

Application – Teachers need to be motivated to further improve these scores.

- The first special noteworthy feature of students' feedback is that the 'standard deviation' for both the sets stands around 0.7 only; this is proof to the near unanimous opinions of these students.

  The second, are probably more noteworthy feature, is that both the sets of students – ex-students and current – have provided almost identical feedback, for the two preceding graphs show near-equal scores and near-equal standard deviations. This highlights a certain consistency in teachers' performances, even with slight variations in composition of faculty.

Application – It is gratifying to infer here that teachers have been balanced in their performance with all students of a particular batch, and have maintained this across batches too. This can be always further reinforced.

Set 3 – Feedback from 50 nos. UG final year on their 11 teachers of the Department of Commerce.

Tabular representation:

ATTRIBUTE		RESULTS	
Code	Description	Average Score	Standard Deviation
A	Communication skills	6.47	1.55
B	Interest generated by the teacher	5.82	2.15
C	Ability to integrate course material with environment/ other issues to provide a broader perspective	5.50	2.01
D	Ability to integrate across the courses / draw upon other courses	5.17	1.92
E	Accessibility of the teacher in and out of the class	5.66	2.26
F	Ability to design quizzes/examinations/assignments/ projects to test understanding of the course	5.30	1.98
G	Provision of sufficient timely feedback	5.49	2.11
H	Knowledge base of teacher	6.32	2.72
I	Sincerity/commitment of the teacher	6.25	2.62
J	Overall rating	6.03	2.39

Composite attributes *(Attributes A to J above)*	5.86	2.20

Graphical Representation:
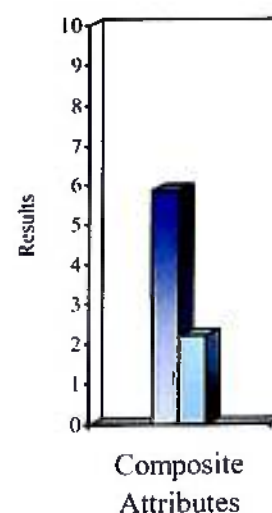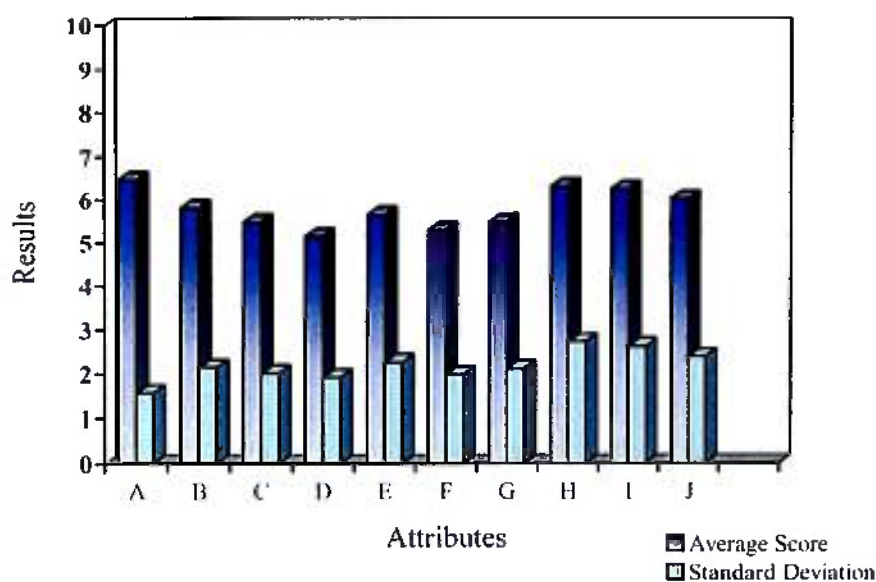
Interpretation and Application of Results

The current students have appraised the teachers from the Department of Commerce as follows:

- The three prime desirable strong attributes of these teachers, on an average, are:
  - Communication skills (Articulation and comprehensibility).
  - Knowledge base of teachers, and
  - Sincerity/commitment of the teachers.

  These attributes have scored around 6.3 points out of 10.

Application – These strengths have been recognised, appreciated and need to be built upon.

- The two major weak attributes of these teachers, on an average, are:
  - Ability to design quizzes/examinations/assignments/projects to test understanding of the course, and
  - Ability to integrate across the courses / draw upon other courses.

  These attributes have scored around 5.2 points out of 10.

Application – The weaknesses have been analysed and suggestions taken to gradually negate these weaknesses.

- All the scores stand at between 5.1 and 6.5 (out of 10). This shows that the students do not identify any marked strength in their teachers' performance.

Application – Teachers need to be motivated to improve their performances.

- The average for the 'composite attributes' (of 10) stands at 5.86 out of 10, which shows a generic average rating.

Application – Teachers need to be motivated to further improve these scores.

- The 'standard deviation' for this set varies between 1.92 and 2.72, and stands at an average of 2.20; this shows marked variations in the opinions of these students.

Application – Teachers are to be strongly motivated to keep up balanced performances.

Consolidated Application of Performance Appraisal

Both the departmental faculties, and especially those of Commerce, have been advised to address the need for widening of perspectives in subject perception and teaching. These should necessarily encompass ,and

- Incorporation of more co-curricular activities, and
- Taking up well-defined multi- and inter-disciplinary approaches in students' teaching-learning experiences.

16. Does the college collect student evaluation on campus experience?

Yes ☑️   **No** ☐

If yes, what are the significant feedbacks from students and how have they been used?

❑ **The Method**

The student evaluation on campus experience was collected through the *'Students Programme Evaluation'* Questionnaire (Format No.4) selected out from the *'Manual for Self-study for Affiliated Colleges'* by *NAAC*. This questionnaire requires students to provide their responses only after their final results have been announced. Each student was required to answer fifty questions.

During August 2003, two senior faculty members, under the guidance of the Principal, conducted the data collection against the above at the college. This was done in three sets as follows:

> **Set 1** – 82 nos. graduate ex-students (Batch of 2003) provided feedback on their 20 teachers of the Department of Home Science.

> **Set 2** – 89 nos. current students from UG final year provided feedback on their15 teachers of the Department of Home Science.

> **Set 3** – 50 nos. current students from UG final year provided feedback on their11 teachers of the Department of Commerce.

> *(Please note that it has yet not been feasible to get this from the ex-students of the Department of Commerce.)*

The data was statistically analysed by the faculty members, and the computed results presented before the Principal and faculty. The basic application of results would be / is being structured around:

- The strengths/positives and weaknesses/negatives of students' campus experiences are recognised. The former are appreciated and built upon, while the latter are analysed, suggestions taken and thereby these are gradually negated.
- The essential rationale for the strengths/weaknesses is understood, and tempered where feasible.
- The environmental factors in form of threats and opportunities, as they impact upon the students' campus experience are studied.
- Performance plans and projections – academic, administrative and financial – for the next academic session are drawn up.

Some of the significant feedbacks received, along with their interpretation and application for improvements within the college, have been tabulated below.

*Please note that only those feedbacks that have a relevance to teaching-learning and evaluation have been detailed here. The entire **Students Feedback report** is available as **Appendix VIII.***

❑ The Feedback – Their Interpretation and Applications

Key: H.Sc. – Home Science; Com. – Commerce

Sl. No.	Question	Students' Feedback (in %)		Interpretation and Application of Feedback
		H.Sc.	Com.	
1	Before undertaking the programme did you get a prospectus giving details of: • Courses available • Admission rules • Fee and refund structure • Support services and training available • Financial aid	 95 72 84 12 9	 52 92 94 2 8	*Interpretation* – Support services and financial aids are important factors in students' choice of his/her college. *Application* – Detailed information on these factors shall be incorporated properly in our next prospectus.
2	What determined your choice of the subject? • Interest in the subject • Ease of getting a job after completion of higher studies • Reputation of the department	 88 39 34	 82 52 6	*Interpretation* – Lack of confidence about getting a job after completion of studies contradicts basic student support. *Applications* – The 'Career Guidance and Placement Services' Cell of the college has been asked to address this issue. The issue of the reputation of the Department of Commerce has been conveyed to the concerned persons.
3	Was your background to undertake the programme: • Adequate • Inadequate • More than adequate	 75 2 23	 72 2 24	*Interpretation* – The eligibility criteria were explained in the prospectus. The students had been equipped with required information and knew what to expect. *Application* – The feedback is heartening. However, the college should continue to select students with discretion.
4	The choices of courses offered was: • Satisfactory • Unsatisfactory • Not available	 96 3 0	 64 16 18	*Interpretation* – Students have been satisfied with the choice of courses. *Application* – The Academic Council should be vigilant about any kind of future changes so as to offer, if possible, a better choice of courses.

Sl. No.	Question	Students' Feedback (in %)		Interpretation and Application of Feedback
		H.Sc.	Com.	
5	Was the practical/studio/ workshop component of your courses sequenced integrally with theory classes? • Yes • No	92 7	64 34	*Interpretation* – The practical components of courses are well integrated with the theory classes, especially for the Home Science programme. *Application* – While reviewing the curricula /syllabi, all focus will be given to maintain this, and to improve upon it for the Commerce programme.
6	The internal evaluation system as it exists is: • Desirable • Undesirable	89 10	78 16	*Interpretation* – Students have always expressed verbal satisfaction with the internal evaluation system; this has been a written endorsement. *Application* – The system shall be executed with utmost care. The university has been given the students' feedback.
7	In your opinion how much of the total weightage of the course should the internal assessment account for: • 100% • 75% • 50% • 25%	6 30 56 10	8 36 26 30	*Interpretation* – It is interesting to note that the internal assessment system is so desirable. The 40% / 30% weightage strictures are followed as per university norms and cannot be changed by the college. *Application* – The students shall be informed about this rule.
8	If no weightage was given to sessional work, do you think your grades would have been: • Better • Poorer • About the same	9 63 27	14 28 56	*Interpretation* – Most students express that weightage given to sessional work helps facilitate acquiring higher grades. *Application* – The students shall be continuously reminded about the merits and conveniences of this system.
9	Is the internal assessment conducive to: • Regular work • Understanding the course • Early discovery of difficulties • Interaction with the teachers	75 40 24 26	30 18 52 14	*Interpretation* – Students of Home Science and Commerce see different advantages of the internal assessment. *Application* – The students will be shown how this facilitates interactions with teachers. They, especially the Commerce students, will be given a better insight into the merits of this system.

Sl. No.	Question	Students' Feedback (in %)		Interpretation and Application of Feedback
		H.Sc.	Com.	
10	Were your written assignments returned on time? • Yes • No	82 16	46 50	*Interpretation* – Students do consider it important that they get timely feedback. *Application* – Both the departmental teachers, especially of the Department of Commerce, have been asked to look into this matter with utmost sincerity.
11	Were they returned with helpful comments? • Yes • No	74 24	46 50	*Interpretation* – Students expect to identify and understand their strengths/weaknesses. *Application* – Both the Departments need to help students in this self-evaluation.
12	At the end of the programme of study you came out: • Better informed and skilled • More enthusiastic for further study • Same as before	84 43 2	16 4 4	*Interpretation* – Any programme of study has to cardinally foster knowledge, skills and enthusiasm. *Application* – The feedback from Home Science students will put be put in the college magazine for motivation to others. The Department of Commerce has to take this matter up urgently and earnestly, and work towards this basic objective.
13	When you meet students who have taken similar programme at other institutions, do you feel: • Inferior • Superior • Equal	2 61 37	8 16 68	*Interpretation* – The Home Science students express confidence in the institute. *Application* – This has to be built up amongst all students by taking up an all-encompassing approach towards their campus experience.
14	How do you rate student-teacher relationship in the institution as a whole? • Very good • Good • Satisfactory • Unsatisfactory	18 47 35 1	2 32 48 14	*Interpretation* – The feedback is surely gratifying, yet not entirely unexpected as the college has always focused on this aspect. *Application* – Teachers have been apprised of this feedback. However, the college feels that there is scope for further improvement; and that there is no reason to get 'unsatisfactory' as a response.

Sl. No.	Question	Students' Feedback (in %)		Interpretation and Application of Feedback
		H.Sc.	Com.	
15	How do you rate student-teacher relationship in the department? • Very good • Good • Satisfactory • Unsatisfactory	30 41 24 4	0 22 50 16	*Interpretation* – No major shift from the previous answers because the departments-college interface is an active one. *Application* – Since ideal contacts can be established 'within' a department, our departments intend to work upon this feature with a even greater focus.
16	After leaving the institution how will you talk about it? • Proudly • Disparagingly	91 43	62 10	*Interpretation* – Students talking proudly about it gives the institution its credibility. Also, there is no reason why a student should vilify or even be indifferent towards its *alma mater*. *Application* – In the interest of the students, faculty and college as a whole, all efforts will be made to give (to all concerned) a sense of purpose in association with this institute.

Note: This teachers' performance appraisal method shall be introduced within the Department of Management soon after the academic session 2004 – 2005, at the end of which its first batch of UG students shall qualify the B.B.A. university examinations.

17. Does the college conduct refresher courses/seminars/conferences/Symposia/workshops/ programmes for faculty development?

Yes ☑   **No** ☐

If yes, give details.

Seminars:

The Institute has organised the following seminars during the last two years:

- On 1st February 2003, the Textiles & Clothing Section of the Department organised a one-day seminar.
  Theme of the seminar: 'Current Challenges in Textile Processing'.

- On 12ᵗʰ September 2003, this department, in association with the Departments of Commerce and Management (of the institute), organised a national interdisciplinary seminar.
  Theme of the seminar: *'Green Consumption'.*

- Organisational activities for another national seminar, scheduled for 28ᵗʰ February 2004, are currently in progress.
  Theme of the seminar: 'Emerging Housing Sector: Awareness & Career Opportunities'

At a meeting held in February 2003, it was decided that then thereafter –

"Each of the five 'Sections' (area of specialisations) of the Department may organise one annual seminar, of which at least one could be a national seminar.

[The five Sections are Composite Home Science (CH), Human Development (HD), Food & Nutrition (FN), Resource Management (R.M) and Textiles & Clothing (TC).]

In addition, an annual (at least) seminar, having its thematic base within the department's Subsidiary Subject areas should also be organised.

Interdisciplinary/multidisciplinary seminars, especially as consolidated academic activities of the three departments of the Institute, should be focused upon. These could also be collaborative efforts with other institutions – educational and others."

Symposia:

While hosting the Home Science Chapter of the *Indian Science Congress* in January 1995, the college conducted varied symposia to mark the occasion. These were based on the following:

- *Focal Theme and Drafting of Recommendations*
- *Industrial Growth relevant to other Discipline of Home Science*
- *Science of Human Development and Better Living*

Workshops:

The college has conducted workshops aimed the co-curricular and generic development of its teaching staff (Students attended these too). Some of our workshops:

- A workshop for Self-development conducted by a senior faculty member in July 2003.
  Theme: Value Education and Meditation

- A workshop for Self-development conducted by ex-President of *Chinmaya Mission*, Kolkata in August 2003.
  Theme: Handling Emotions

- A workshop for career guidance and placement conducted by *Rotary Club of Calcutta – Victoria* in August 2003.
  Theme: Power over People

18. **Give details on a few faculty development programmes and the number of teachers who benefited out of these, during the last two years.**

	Faculty Development Programme	No. of Beneficiaries
ORIENTATION COURSE	Organised by UGC–Academic Staff College in association with Jadavpur University. Held during 2nd June 2003 – 28th June 2003.	4
REFRESHER COURSES	Organised by Department of Food Technology & Biochemical Engineering, Jadavpur University. Held during 3rd June – 24th June 2002. *Theme: 'Process Engineering in Food Preservation'*	6
	Organised by UGC–Academic Staff College in association with the Department of Chemical Engineering, Jadavpur University. Held during 4th March – 24th March 2003. *Theme: 'Global Warming'*	3
	Organised by Calcutta University. Held during 26th November to 17th December 2003. *Theme: 'Some Topics in Physics'*	1
SEMINARS	A Seminar organised by Indian Institute of Architects and Indian Town Planning Institute (ITPI) on 12th September 2002. *Theme: 'Educational systems in Architecture, Urban and Regional Planning in West Bengal – Present and Future'*	1
	A UGC sponsored National Seminar organised by the Malda College in West Bengal on 11th – 12th January 2003. *Theme: 'Conservation and Management of Natural Resources to check Environmental Degradation'*	3
	A Seminar organised by the Textile & Clothing Section of the Department of Home Science of Smt. J. D. Birla Institute on 1st February 2003. *Theme: 'Current Challenges in Textile Processing'*	25

SEMINARS	A Seminar organised by Federation of Indian Chambers of Commerce and Industry (FICCI) in collaboration with Indian Chamber of Commerce (ICC) on 25th August 2003. *Theme: 'Accelerating Housing and Construction Industry in West Bengal'*	3
	A National Inter-Disciplinary Seminar organised jointly by all three departments of the institute on 12th September 2003. *Theme: 'Green Consumption'*	24
CONFERENCES	International Conference organised by Department Food Technology and Biochemical Engineering, Jadavpur University. Held during 14th – 16th January 2000. *Theme: 'Processed Food for 21st Century'*	4
	National Conference organised by Home Science Association of India, Delhi Chapter. Held during 3rd – 5th October 2001. *Theme: 'Empowerment of Women and Human Rights'*	2
	Conference at the Chapter Convention organised by the Indian Institute of Architects (West Bengal Chapter). Held during 21st – 23rd February 2003 *Theme: 'Architecture as a Mirror of our Society'*	1
	International Conference organised by Department of Food Technology and Biochemical Engineering, Jadavpur University. Held during 14th – 15th July 2003. *Theme: 'Antioxidants in Food and Beverages'*	2
WORKSHOPS	A workshop organised by the Indian Institute of Architects on 27th June 2003 *Theme: 'GATS at WTO'*	1
	A workshop for Self-development conducted by a senior faculty member in July 2003. *Theme: 'Value Education and Meditation'*	12
	A workshop for Self-development conducted by ex-President of Chinmaya Mission, Kolkata in August 2003. *Theme: 'Handling Emotions'*	15
	A workshop for career guidance and placement conducted by Rotary Club of Calcutta – Victoria in August 2003. *Theme: 'Power over People'*	4

19. How many members of faculty have received teaching awards?

None

20. Give details of the contribution of the faculty in different committees?

Committees of the COLLEGE

❑ Governing Body

The basic structure of the Governing Body of the college has traditionally kept two of its 'member' positions reserved for representatives from the teaching staff of the college. These members actively participate in decision making on academic, administrative and financial matters within the Governing Body.

❑ Academic Committees

- **Academic Councils / Faculty Council** – for the Departments of Home Science and Commerce / the Department of Management respectively.

  Six members of the teaching faculty – five from each of the five Sections (areas of specialisation) of Home Science, and one representing the Foundation (Subsidiary) subjects – constitute the 'Academic Council' of the Department of Home Science. Two members of the teaching faculty constitute the 'Academic Council' of the Department of Commerce. These, along with the Principal who acts as an ex-officio member, meet up about once a month to take decisions on curricular and co-curricular functioning of the department of the Department. At the Department of Management, this committee is constituted of all its full-time faculty members, with the Director (Education) as its ex-officio member.

- **'Research, Projects and Seminars' Activity Group** – This committee, comprised of two faculty members as coordinators from the Department of Home Science, is required to form a strong database for faculty and students who desire to pursue research activities. The database can provide information on various agencies that offer funds and other assistance for carrying out research work. It is planned to establish contacts with organisations like _Council of Scientific and Industrial Research (CSIR)_, _University Grants Commission (UGC)_, _Indian Council of Agricultural Research (ICAR)_, _Department of Science and Technology (DST)_, _Indian Council of Medical Research (ICMR)_ and others, through the Internet and other conventional methods, so as to maintain an updated record of required information for retrieval as and when needed. Teachers/students may approach the group for information from the above organisations regarding eligibility for grant, nature and duration of assistance, and other related matters.

  The committee also provides guidance and maintains records of all Section-level (and above) seminars organised by the college.

  The Activity Group, in liaison with the library, also maintains a record of the PG dissertations written by the college students, as references for others.

- **Ph.D. Cell** – This committee of two senior faculty members from the Department of Home Science provides all possible support for work on doctoral theses. It works at an interface with the 'Research, Projects and Seminars' Activity Group.

- **'Bridge and Remedial Courses' Activity Group** – Based on the initial assessment of students knowledge and skills, the Departments of Home Science and Commerce offer bridge/remedial courses to educationally disadvantaged students. Three faculty members coordinate these courses.

❏ **Committees for Co-Curricular Activities**

- **'Extension Services' Activity Group** – Four faculty members coordinate the neighbourhood service activities undertaken by the college, as well as the collaborative work with other organizations for the purpose of community development.

- **NSS Cell** – Two faculty members head the two NSS units that work under the aegis of Jadavpur University. Each NSS unit is constituted of 100 student volunteers from the college, and works at heightening social consciousness.

❏ **Committees for Extra-Curricular and other activities**

The college has its faculty contributing in other committees, as below. However, since their actions are not directly related to 'Teaching-Learning and Evaluation', these have been discussed in details within other relevant criterion/criteria in this self-study report.

- Alumni Association of the college
- Career Guidance and Placement Cell
- 'Computer and Centralised Media Services' Group
- 'Consultancy Services' Group
- 'Extra-curricular Activities' Group
- 'Canteen Services' Activity Group
- 'Health Services' Activity Group
- 'Housing Services' Activity Group
- 'Holistic Development' Cell
- 'Library and Information Centre' Committee
- Maintenance Cell
- Printing and Publicity Services
- College Magazine
- 'Staff Development' Activity Group
- Students Council
- Students' Feedback

Committees of the AFFILIATING UNIVERSITY

❑ **University Court**

Being an affiliated college under Jadavpur University (of Kolkata), the Principal and two elected faculty represent the institution within the 'University Court', which is the highest decision making body of the University.

❑ **Executive Council (of the affiliating university)**

The Principal, as an elected member from an affiliated college, attends the meetings of the Executive Council.

❑ **Faculty Council (of the affiliating university)**

The three departments of the college, namely, the 'Department of Home Science', 'Department of Commerce' and 'Department of Management', have been established by the affiliating university within the ambit of its 'Faculty of Science', 'Faculty of Arts' and 'Faculty of Engineering and Technology', respectively – all these being essentially academic committees.

The Principal, as an ex-officio member, and an elected college representative from the Department of Home Science (a faculty member) attend the meetings of the Faculty Council of Science. The Principal attends meetings of the Faculty Council of Arts as an invitee member. The Principal and Director (Education), both as invitee members, attend the meetings of the Faculty Council of Engineering and Technology.

21. Furnish information about significant teaching innovations of the college.

Several environmental changes – resurgence of a world economic order, rapid proliferation of innovations in Information Technology, globalisation, and establishment of universal human values – all point to the need for a new paradigm in education. Teaching innovations should incorporate higher-order thinking, independent learning and interpersonal skills. Toward this end, the college has made its small efforts; applications of which have been only limited to within itself. These are:

■ The college maintains **flexible teaching-plan** based teaching. Based on applicable situations and students' needs, the teaching-plans are re-designed for execution, which helps the teachers to have a 'current' approach towards teaching-learning.

■ At the PG level, some teachers find it highly suitable to **teach theoretical concepts** (of an entire paper) through the format of a 'seminar' – Some topics of a particular syllabus are allocated by distributing them amongst all the students of a class (Care is taken to given the challenging topics to advanced learners.). Each student then does detail reference on her topic, prepares notes, consults with the teacher and distributes reading material to the entire class. On the stipulated class time, the student presents the topic along with the teacher, where the latter does the role of a facilitator. Interactive question-and-answer sessions support the teaching-learning.

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- **Laboratory Manuals** have been designed for *Physiology* in UG Home Science programme and subjects within the TC Section. These, for over 10 years, have increased student efficiency by eliminating wasteful expenditure of time and effort in presenting 'formal' features; and also speeded up the process of understanding.

- The *Household Equipment* Laboratory was fitted with **indigenously designed, yet effective, testing systems** about five years back. The college was then on deficit budget, and commercially available systems were not affordable.

22. What are the national and international linkages established for teaching and/or research?

Department of Home Science

□ **National Teaching links:**

- The HD Section of the Department of Home Science has teaching links with *MON* (a facility for mental health) at Koikhali (off Kolkata).

- The TC Section of the Department of Home Science has teaching links with the *Institute of Jute Technology* (IJT), Ballygunge Circular Road, Kolkata since 1999.

□ **National Research links:**

The Department has entered into the following Research collaborations:

- With the *National Institute of Research on Jute & Allied Fibre Technology (NIRJAFT)*, Regent Park, Kolkata since 1997-1998.
  - This collaborative effort has resulted in the publication of a research paper titled '*Pulping Characteristics of Handmade Paper made from Jute and other fibres*' in Indian Pulp & Paper Technical Association, Vol-14, No. 4, 2002, p 69-73

- With *Institute of Jute Technology* (IJT), Ballygunge Circular Road, Kolkata since (1999).
  - Three postgraduate students from the 'Composite Home Science' Section have successfully completed their dissertation with the help of IJT.
  - Since 1999, several experimental works for the 'Composite Home Science' and TC Sections have been conducted at IJT's state-of-the-art laboratories.
  - One full time permanent faculty member is involved in active collaborative research with IJT since 2000.

Department of Management

□ **International Research links:**

- The *Northumbria University (Newcastle, U.K.)* has conducted a comprehensive assessment of our programme as per the criteria laid down by the British Quality Assurance Scheme, and after being fully satisfied signed up an agreement with us.

The agreement assures horizontal mobility to our students in their management programmes. It has also signed a **MoU** for student exchange facility and faculty exchange programmes. It has further suggested a full-fledged twinning programme with us.

The important details of the agreement are:

- It recognises the intention of Smt. J. D. Birla Institute and Northumbria University to establish a relationship to cooperate in a broad range of areas and to work together for their mutual benefit.

- The parties may seek to encourage and develop collaborative activities in various ways, including the exchange of scholarly ideas/expertise.

- Support of specific discipline interaction.

- Programme development.

- Advanced entry of appropriately qualified students from Smt. J. D. Birla Institute into Northumbria University.

23. Any other Highlights:

- Mandatory presentation of seminar by students is a special feature of the teaching-learning process at the UG Final Year in Home Science level. Students choose a relevant and topical issue (in consultation with the teacher), and there after make a detailed study on the same using basic referencing. The structure of the study may involve conducting of survey for supplementary data collection.

The seminar is presented before the class; other faculty members and the Principal may also attend. They make use of the Over Head Projector (OHP) to show transparencies. Charts, brochures, and pamphlets are also used as visual aids. The concerned teachers evaluate the seminar presentations. These marks are added to their final grade cards.

Seminars help in teacher-independent learning by providing a platform for the students to display their display skills and communication skills, face an audience and face and answer questions.

- The RM (Resource Management) and CH (Composite) Sections of Home Science incorporate a special practical paper on 'Residential Management Training'. The college has a well-equipped mini-apartment where a group of five students (with a resident supervisor) reside for a fortnight.

During the stay, students by rotation take the responsibility of head cook, assistant cook, treasurer, hostess and housekeeper. They learn to manage resources, to take up responsibilities, adjust within a group, adjust to a new environment, build interpersonal relations and handle emergencies. While the supervisor monitors regular performance, the subject teacher makes surprise inspections and evaluate them on their specific and overall performance. These marks are reflected within their final grade cards.

This programme provides students with a unique teaching-learning experience where students practically work out the theoretical concepts (learnt), and add on their knowledge base.

- In the Department of Home Science, an Internship period for UG and PG programmes requires students to work as interns for a month at an external organisation/agency/company.

  The programme helps the students to get an initial exposure to real-life practical situations. They learn to adapt to work culture of the organisation, and are often exposed to the setup and functioning of corporate culture.

  The personnel of the training organisations evaluate the students' performance. (Some of the students are often recruited by these companies/organisations themselves.)

- A student has been always encouraged to work individually at the exclusive workstation provided for this. This helps develop effective skills. Group work is hardly, if ever, allowed.

- The teacher gives individual attention to every student, irrespective of personal attributes and their individual differences.

- Evaluation of performance in practical classes is done on the spot. The teacher not only monitors the work; she corrects them when needed, provides leads for improvement, and also apprises them of their strengths and weaknesses. These help them to improve rapidly.

- Regular evaluations through Class Tests / Periodical Examinations help students to know their level of progress. They find it easy to set their short-term goals, measure success towards them, and move in a planned manner towards their final goals.

- Examinations are conducted and results published within a regularised systematic process, which has proved to be very punctual for over four decades.

- The college values and instills discipline both in the students and its teachers. They are required to attend daily morning assembly and prayers. Regularity and punctuality are two virtues that are highly valued here; and is maintained both inside and outside the classrooms. Discipline is inculcated within an atmosphere of freedom where both students and teachers imbibe the essential sense of duty.

  - The Department of Management has provision of daily MIS (Management Information System) for assessing punctuality, regularity and application of students.

  - Prompt recruitment of teaching staff is done in case of any sudden mid-term vacancy. Substitute teachers are engaged to take classes made free by such vacancies.

Criterion III: Research, Consultancy and Extension

This criterion seeks information on the activities of the institution with reference to research, consultancy and extension. It also deals with the facilitating aspects of the institution to promote the same and their outcome.

The characteristics judged under this criterion are, whether:

❑ *The institution promotes research culture among faculty and students.*

❑ *The institution has a vigorous and well-scrutinized publication programme and actively encourages faculty and students to publish in academic forum.*

❑ *The institution promotes faculty participation in consultancy work.*

❑ *The institution is responsive to community needs and conducts relevant extension and awareness programmes.*

1. **Is research a significant activity of the college?**

Research, as probing of the known to reach the unknown, is a scholastic activity taken up by the students of this college as part of the curriculum, as well as by the teachers for the advancement of their knowledge base.

❑ As part of the curriculum of the academic programmes, this rigour of inquiry is an especially significant activity within the PG (M.Sc.) degree programmes of the Department of Home Science.

- Each final year PG student is mandatorily required to write a dissertation in fulfillment of the requirements of the degree programme. The significance attached to this is seen in the fact that the dissertation carries 200 marks out of a total of 750 marks in final year PG curriculum. Over 50 % of a PG student's college hours are kept for dissertation work. The affiliating university, that is, Jadavpur University refers to this dissertation as 'Mini Thesis'.

The student chooses a research topic in consultation with her guide, which is also deliberated upon by the other faculty members of the Section/subject, and finally approved. The student then undertakes field/survey/experimental/analytical work extending over a period of around nine months, during which time the guide acts as her adviser-cum-facilitator. A systematically presented dissertation – detailing the purpose of research, its justification, record on review of literature conducted,

methodologies/experimental details, results, calculations/analysis, and summary and conclusions is prepared. This is directed to an external examiner appointed by the university for approval and evaluation. Several faculty members are involved in guiding these dissertations.

- Each PG first year student of the Department of Home Science undertakes project work. *(Refer Answer No. 2 in this criterion.)*

❑ Certain faculty members of the Department of Home Science and Management are registered as research scholars for their doctoral programmes. Some are continually involved in publication of research papers and other writings.

2. How does the college promote research?

- **PG Students doing project work**

  - The college promotes research work in the form of **project work** undertaken by PG students. 50 marks of a total of 850 is allotted to this project, which is carried out over a six to eight month period under the supervision of a teacher.

    The projects could involve survey/field/experimental/analytical studies. A project at this college is really considered to be a **mini dissertation**, and is therefore presented along the guidelines used for a dissertation, and in preparation for it for the following year. The concerned teacher while maintaining that it is the student's initiation into research work conducts its evaluation.

- **Teachers are given study leave**

  Teachers can be given study leave as and when required by the college in compliance with UGC rules. As of now, the college grants study leave on application to teachers who have completed three years of full-time approved service at a permanent post, and whose retirement is not less than five years away.

- **Teachers provided with seed money**

  Teachers, on application, can be provided with seed money for research purposes, subject to the discretionary approval of the management.

- **Research Committee for submitting project proposals**

  There is a 'Research, Projects and Seminars' Activity Group at the college coordinated by a faculty member who is a Ph.D. degree holder and is involved in research-related publishing work. This Activity Group can set up Research Committees for submitting project proposals. The job, the college believes, can be better performed if this is not a

'fixed' Research Committee; the college has kept a 'floating' Research Committee. Since Home Science involves work in the varied areas of its five Sections (CH, HD, FN, RM and TC) and the Subsidiary (Foundation) subjects as well, it is believed that the Research Committee for a particular proposal should be constituted of the faculty members from that particular Section/subject. The coordinator of Research, Projects and Seminars' Activity Group, of course, supervises this.

- **Adjustment in teaching schedule**

  Required adjustments are made in the teaching schedule of a teacher, if and when the need arises, as follows –

  - If a teacher takes extended leave (for a year or more), for the purpose of research work, a substitute teacher is recruited on an ad hoc basis in a contractual format. In such an event adjustments in teaching schedule are not normally called for.

  - If a teacher takes short term leave (for a few weeks), for research work, then the students' timetable is adjusted with the help of that of the other teachers so that the free classes of the former are utilised by the latter; and when the teacher on leave returns, the process is reversed and she 'gets back' the classes.

  - Under the circumstance that a teacher is pursuing academic work related to research such as attending refresher courses, seminars and conferences, she is allotted extra time to complete her syllabus on return. Special classes can also be arranged for, without overburdening the students or upsetting their routines.

3. **Is the college a recognized center for Ph.D.?**

   Yes. It is a recognized center for Ph.D. within the affiliating university – Jadavpur University, since 1982. Until date, four students have been awarded Ph.D. degrees within this plan.

4. **What percentage of teachers is engaged in active research in the college? (guiding research scholars, operating projects, publishing regularly etc.) Give details.**

   Teachers of the Departments of Home Science and Management are engaged in active research. Data on this is presented department-wise, as below –

   Department of Home Science

   - 56% of full-time faculty (10 out of 18 teachers) and 13% of the part-time faculty (2 out of 16 teachers) are engaged in research activities of guiding M.Sc. dissertations. 17 dissertations are currently been guided by these 12 teachers, as follows –

Name of Faculty	Proposed Title	Section
Mrs. Lilu Mancha	Obesity and its Effects	CH
Mrs. Komal Sharma	Fashion and Buying Behaviour	CH
Ms. Dipalee Singhee	Embroidery – End Use of Jute	CH
Dr. (Mrs.). Soma Dasgupta	Perception of Readymade Garments	CH
Dr. (Mrs.) Soma Dasgupta	Knitted Garments	CH
Dr. (Mrs.) Bharati. Mukherjee	Nutritional Status of Pregnant Women	CH
Ms. Anita Chandra	Single Child Syndrome	CH
Dr. (Mrs.) Ms Vipasha Chakraborty	Changing Trends Towards Sex Attitudes	CH
Ms. Pitambari Bagla	Drug Addicts – Values and Locus of Control	HD
Ms. Pitambari Bagla	Comparative Study on Males and Females regarding Sexual Attitudes	HD
Ms. Parul Sheth	Study of Home and Vocational Adjustment among Working Men and Women	HD
Ms. Parul Sheth	Study on the Jointness and Adjustment among Working and Non-Working Women	HD
Ms. Krishnakali Bhattacharya	Comparative Study of Maturity and Frustration among Young Adult Women	HD
Ms. Krishnakali Bhattacharya	Comparative Study on Moral Judgment And Social Intelligence of Urban Slum Children and Children of Middle Class Families	HD
Ms. Punam Mehra	Comparative Study of Reaction to Frustration and Job Satisfaction among Female Office Workers and Teachers (aged 30-40 years)	HD
Ms. Punam Mehra	Comparative Study of Mental and Suicidal Ideation among Male and Female AIDS patients (aged 25-30 years)	HD
Ms. Suchismita Das	Personality Characteristics and Mental Health of Boys and Girls (aged 9-10 years)	HD

- 12% of full-time and part-time faculty members (4 out of 34 teachers) are engaged in research for their doctoral programmes. Some are carrying out experimental work in collaboration with other institutes in Kolkata. Some facts *(Name of teacher in italics) –*

  - *Ms. Krishnakali Bhattacharya*, registered as part time research scholar in Department of Psychology, University of Calcutta. Title of thesis: A Study of Job Satisfaction of Teachers in Relation to Personality Patterns, Mode of Adjustment and Job Anxiety. *Thesis submitted in June 2003.*

  - *Ms. Deepali Singhee*, registered as part time research scholar at Department of Chemistry, Jadavpur University. Title of Thesis: Studies on Selective Chemical Treatment of Jute, Cotton and Jute/Cotton Union Fabric.

  - *Mrs. Sarbani Banerjee*, registered as full time research scholar at Department of English, Jadavpur University. Title of Thesis: Man and Woman in Marriage: A Lacanian Approach to the Life and Works of Robert Frost.

- *Ms. Suchismita Das*, registered as full time research scholar in Dept of Psychology, Calcutta University. Title of Thesis: Psychological Characteristics of Patients With Thyroid Dysfunction and Diabetes Mellitus.

- 15% faculty members (5 out of 34 teachers) is **publishing** in research journals regularly. Their last work is as follows *(Name of teacher in italics)* –

  - A K Samanta, *D Singhee*, A Sengupta & S K Abdur Rahim, 'Application of selective natural dyes on jute and jute/cotton fabric by different techniques', Journal of Institution of Engineers, Textile Engineering Division TX, 2003, p 22-33

  - *K Bhattacharya* & P K Chattopadhyay, 'Impact of personality characteristics and mode of adjustments on job satisfaction and job effectiveness of secondary school teachers', Social Science International, Vol-19, 2003

  - A Saha, *V Chakraborty* & co-workers, 'Carbon ion irradiation induced surface modification of polypropylene', Rad Phy Chem, Vol-62, 2001, p 429-431

  - *Soma Dasgupta*, 'Textile Industry: Aiming to stake a resurgence from Recession', Journal of Karpagam Institute of Management Studio & Research, Coimbatore, 1999

  - A K Samanta, *S Parekh*, D Singhee & S Mitra, 'Performance of selective surfactants / detergents on soiled white / dyed cotton fabrics', Indian Journal of Fiber And Textile Research – *Accepted for publication (2003)*

Department of Management

- 11% of full-time faculty (1 out of 9 teachers) is engaged in **research** for their doctoral programmes. Some facts *(Name of teacher in italics)* –

  - *Mr. Debangshu Chakraborty*; Registered at BITS, Mesra; Title of thesis: Leadership and Motivation: A critique of the East and the West.

- 22% of full-time faculty (2 out of 9 teachers) is very actively involved in **publishing** activities, related to textbooks, research papers, book reviews, editing and others. Some of their work *(Name of teacher in italics)* –

  - *Text Books:*

  Prof. Suman K. Mukherjee, "Textbook on Economic Development", M/s Orient Longman Limited, Kolkata.

  Mr. Debangshu Chakraborty; "Leadership and Motivation: Cultural Comparisons" *To be published in November 2003.*

  - **Research Papers:**

  Prof. Suman K. Mukherjee: "Globalisation" submitted in the conference proceedings of Jadavpur University Alumni National Seminar, Kolkata.

  Prof. Suman K. Mukherjee: "Social Security for Self Employed Professionals" in the books of ESI International Seminar, Kolkata.

Prof. Suman K. Mukherjee: "Constraints and Opportunities for poverty alleviation in a complex metropolis: Will compensation help" submitted in the conference proceedings of Challenge of Environmental Management in metropolitan areas", University of London.

Mr. Debangshu Chakraborty: "East West Perspectives Leadership: A Review" submitted to Journal of Human Values.

- *Book Reviews:*

Mr Debangshu Chakraborty: "Patterns of Work Culture" by Jai B. P. Singh in the Journal of Human Values.

Mr Debangshu Chakraborty: "Can Organisations Develop Leaders" by Ishwar Dayal in The Alternative.

Mr Debangshu Chakraborty: "Sustainability with Human Values: A Holistic Critique on Current Leadership-cum-Motivation Practices". Accepted by *Holistic Science and Human Values*.

Mr Debangshu Chakraborty: "The Transformed Leader and Spiritual Psychology: A Few Insights" for *Journal of Change Management*. Has been approved for publication.

- *Editing:*

Prof Suman K. Mukherjee edited 28 full-page management issues as:

Consultant to *Business Standard* for Perspective 2000-2001 on IOC sponsored page on Management.

Consultant to *Hindustan Times* for Perspective 2000-2001 on IOC sponsored page on Management.

Columnist to *Times of India* for the section –The Education Times, 2001-2002.

5. How many are full time research scholars and how many have registered as part time scholars? (Research scholar means M.Phil. or Ph.D. Student)

Full-time	2
Part-time	3

6. How many Ph.D.s have been awarded during the last five years?

None

7. Does the college provide financial support to research students?

Yes ☑   No ☐

The college can provide financial support when applied for, subject to endorsement by 'Research, Projects and Seminars' Activity Group and at the discretion of the sponsoring body.

8. **Provide details of the ongoing projects:**

None

Total no of projects	Not Applicable
Total outlay in Rs.	Not Applicable

9. **Give details of ongoing projects funded by external agencies.**

Not Applicable

Funding Agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
–	–	–	–

10. **Does the college publicise the expertise available for consultancy services?**

Yes ☑ No ☐

If yes, give details.

Organisation of a **Child Guidance Clinic** has been initiated in August 2003 at the college. Children from the neighbourhood blocks shall receive expert counselling under the supervision of an expert who is a retired faculty member of this college (Reader in Psychology). This service is completely under the aegis of the administrative and financial control of the college.

11. **Does the college have a designated person for extension activities?**

Yes ☑ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☑ Additional charge ☑

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- **Three** part-time faculty members have been **designated** for extension activities in the Department of Home Science of the Institute.

- **Three** full-time lecturers in Department of Home Science *also* take classes in Extension Education, as part of the curriculum, in different Sections of UG final year.

- **Four** faculty members from Departments of Home Science and Commerce have been given additional charge of extension activities in the college.

Details of faculty members designated for extension activities:

Type	Nature of post and *qualifications*	Nature of work
Part-time	Lecturer in Extension Education, *Ph.D. in Extension Education*	UG Home Science 2nd year Subject: Extension Education in Home Science (Theory)
	Lecturer in Extension Education, *M.A. in Education, Certificate Course in Social Education.*	UG Home Science 3rd year (CH Section) Subject: Adult and Non-Formal Education (Theory and Practical)
	Assistant Lecturer in Home Science *B.Sc. in Home Science*	UG Home Science 2nd year Subject: Extension Education in Home Science (Practical)
Additional Charge	Lecturer in FN Section *M.Sc. in Home Science* Appointed as Programme Officer of NSS (Jadavpur University) 2003-04	NSS Programme Officers and 100 student volunteers of the college are engaged in creative and constructive social action, which aim to bridge the gulf between the educated and uneducated masses.
	Lecturer in HD Section *M.Sc. in Home Science* Appointed as Programme Officer of NSS (Jadavpur University) 2003-04	
	Lecturer in Economics (Department of Commerce) *M.A. in Economics*	Extension Education activities with students in the Department of Commerce
Full-time (not exclusive to Extension Work)	Lecturer in FN Section	UG Home Science 3rd year Subject: Child Health and Nutrition (Theory and Practical)
	Lecturer in FN/CH Section	UG Home Science 3rd year, B.Ed. in Home Science Subject: Community Nutrition (Practical)
	Lecturer in HD Section	UG Home Science 3rd year Subject: Child Welfare (Theory and Practical)
	Lecturer in HD Section	UG Home Science 3rd year Subject: Child Health and Nutrition (Theory and Practical)

12. Indicate the extension activities of the college and its details:

i.	Community development	☑	ii. Social work	☑
iii.	Health and hygiene awareness	☑	iv. Medical camp	☐
v.	Adult education and literacy	☑	vi. Blood donation camp	☑
vii.	AIDS awareness	☑	viii. Environment awareness	☑

Any others:

ix.   Sevika Project   x.   NSS

Community Development

- Students of B.Sc. (Final) Home Science specialising in its Food and Nutrition Section make annual visits to *CINI (Child in Need Institute)*, an NGO working with mothers and children, primarily in rural areas. There –

  - Students observe children who are examined in the 'Free Nutrition Clinic' by experienced doctors in order to identify malnourished cases. The kind of advice given to mothers to prevent malnutrition is also noted.

  - Students deliver lecture demonstrations with the help of teaching aids to mothers and other patients who visit the institute so as to convey household treatments of dehydration and communicable diseases.

  - Students look into the reasons that lead to malnourishment through structured questionnaires addressed to mothers of malnourished children. Surveys are also conducted on the type of antenatal care provided to the mothers in the antenatal clinic.

- Apart from this, the students are trained to prepare visual aids such as posters, charts and flash cards that may help create awareness about different diseases and problems within the society.

- As a part of the curriculum, students of B.Sc. (Final) Home Science, Food & Nutrition, Composite Home Science and Human Development Sections learn to prepare supplementary feeds for children of different age groups. The various feeds are nutritionally planned and calculated. Importance of nutrients is highlighted through different techniques such as lecture demonstrations.

- As a part of UG and PG programmes, students in Human Development, Food & Nutrition and Composite Home Science Sections, prepare visual aids to encourage awareness of environmental conservation among urban and semi-urban communities.

- A contract was signed between Smt. J D Birla Institute and *US Wheat Associates* in October 1992, to take up a 6-month programme for popularisation of wheat foods.

  - The objectives of the programme were – eliciting consumer preference for wheat and wheat products, standardising and popularising wheat food recipes by various means, and educating people on nutritional and other benefits of including wheat in daily diet.

  - The method undertaken was – to popularise wheat food through conducting of food demonstrations, training programmes, and distribution of leaflets in extension, media, and as participants in fairs and competitions.

Social Work

- Students of UG and PG programmes of Human Development Section of the Department of Home Science work with special welfare institutions in the city. They visit *Child In Need Institute (CINI)* and *CINI Asha*, another NGO with similar areas of thrust, mainly delivering lecture demonstrations on cleanliness, hygiene, maternal and child health and nutritional rehabilitation of malnourished children.

- These students also work as interns at both UG and PG levels during their compulsory vocational training at *Calcutta Samaritans*, a leading NGO. Students work for educational development of street children in the '*Calcutta Emanuel School*' run by this NGO.

- Students also participate in welfare of children of sex workers by educating them on the values and morals of life. This is in association with awareness progammes undertaken with social workers, on issues like family planning, hygiene in everyday life, and AIDS awareness. Such programmes are also extended to slum dwellers.

- In addition, students make field visits to orphanages and mental asylums in the city and contribute towards their welfare by promoting and purchasing articles manufactured by them such as envelopes, bags etc. Among the Institutes visited, are *Indian Institute of Cerebral Palsy* and *Mentaid*.

Health and Hygiene Awareness

- A Breast Cancer Awareness programme was conducted at the college premises in August 2003, in association with the NGO – '*Hitaishini*'. A lecture presented by a member of this NGO highlighted the methods of early detection and subsequent treatment of the disease. Students were also shown a video film on various aspects of this disease.

- A Free Eye Check-up Camp was conducted at the college premises on 22nd November 2003, in association with '*Bausch and Lomb*' for students at the Main Campus.

- The 'Health Services' Activity Group of the college also plans to organise a First Aid programme with *St John's Ambulance Association*, a thalassemia awareness programme and a blood donation camp.

- A First Aid Box is available in the college premises and a room has been assigned to the 'Health Services' Activity Group.

Some other hygiene awareness programmes have been earlier described in 'Community development' and 'Social work' heads.

Adult Education and Literacy

- The *'Each One Teach One'* programme was started in 1992 and is in continuance.

  - It is carried out by students of UG 2nd year, Department of Home Science. Students are given an introductory lecture in the practical class of *Extension Education in Home Science* about the *Each One Teach One* programme. This lecture covers the aim of the programme and the advantages the students derive from it.

  - Students are asked to find a 'subject', either a male below the age of 14 years or a lady of any age, the prerequisite being that the subject in question must be illiterate. The aim of this programme is to make these subjects literate by teaching them the alphabet, numbers, basic arithmetic, simple words and to write their names in a regional language, such as Hindi or Bengali.

  - Subjects are first interviewed by the lecturer who introduces this programme to the students and supervises it, to check if they are actually illiterate or not. Students, at the time of the interview, are required to submit personal details of the subject stating name, age, sex, present and permanent address, occupation and medium of instruction, and others, to this lecturer/supervisor. Students are allowed to proceed with teaching the subjects once they are approved by the supervisor and photographs of the subjects submitted to her.

  - They are asked to maintain a notebook recording lessons taught to subjects, which is periodically checked by the supervisor.

  - At the end of six months, an examination is conducted to evaluate the performance of the subjects. They are awarded marks, which in turn get reflected in the students' performance.

  - Students who have successfully made their candidates literate are also awarded certificates by the college.

  - Students whose subjects are interested in studying further or who show an aptitude for studies are encouraged to teach further. This inculcates in students a sense of

responsibility, well-being and social consciousness as well as letting the students learn the basic values of teaching and learning.

- Though the *Each One Teach One* programme is a part of the curriculum, it is carried out beyond the working hours of the college. The programme has been working successfully for several years now. It is an integral part of the syllabus and a feature that has done the college proud.

- For the future, self-employment training programmes for women and young girls are being planned.

- The Department of Commerce has initiated extension education through extra-curricular activities wherein the students are involved in the *Each One Teach One* programme.

Blood Donation Camp

- In 1988, the college in association with the well-known *Bhoruka Blood Bank*, Kolkata, organised a Blood Donation Camp.

AIDS Awareness

- As part of the practical curriculum of Extension Education, students have undertaken trips to Primary Health Centres in Sonarpur for an interactive session on Family Planning and AIDS awareness.

- During the official hosting of the *Home Science Chapter* of the *82nd Indian Science Congress* (1995) at the Institute, the college organised an exhibition; a section of which was designated to AIDS awareness. Information to visitors and participants was given through visual aids about the various aspects of the disease.

Environment Awareness

- As part of the curriculum in the UG programme in Home Science, the subject of *Environment and Ecology* is taught at the 2nd year level, and *Fuel and Energy Management* to the 3rd year FRM Section. Students are thereby encouraged to incorporate energy saving measures in their daily lives.

- Along with other community programmes, the NSS will undertake awareness programmes about environmental pollution.

- A 415 sq.m. (about) lawn with greenery is maintained within the college premises by the administration. It is planned to involve students for this purpose under NSS programmes.

Sevika Project

- In September 2002, _Loreto Day School_, Sealdah, approached Smt. J D Birla Institute for a unique social service project that is the only one of its kind in the region. The project entitled 'Sevika' targets female street children of 10 years and above and aims at settling them in adulthood after training them, either by providing them with employment or through marriage.

- The children or _sevikas_ are completely adopted by the _Loreto_ authorities and every effort is made to train and educate them so that they are absorbed into social mainstream.

- In this regard, students of B.Ed. programme in Home Science were asked to help with a comprehensive practical education plan for these children and as a result each of the students of B.Ed. took five practical lessons with them within a span of a year. Within the scope of this scheme, they covered Home Science related topics and took some classes on Value Education and women's issues.

- The students also took 'Sevikas' on excursions to _CINI_ in order to acquaint them with the practical aspects of maternal and child health.

- After lessons were imparted to the 'Sevikas', a session was organised to judge the success and acceptance of the programme. Being as such, it was declared by the Principal of the Institute that this was going to be incorporated as a regular feature of the subject of 'Community Service' of B.Ed. Programme.

NSS (National Service Scheme)

- The college has two NSS sub-units, each with 100 student members from the college.

- Poster exhibition on National Integration on 15th August 2003 at premises of Institute

- National Integration Camp for Women, September 2003 attended by one NSS officer and nine students at _Nadar Mahajana Sangam Sermathai Vasan College for Women, Kamraj University_, Madurai. The activities in the camp included –

  - Seminars on 'Women and Leadership Skills', 'Women and Legal Issues', 'Harmony through Religion' etc.

  - Village visits to '_Valayankulam_' – a village adopted by the host college where surveys were conducted on its educational, occupational, infrastructure status. These visits also promoted interaction between city dwellers and villagers aimed at narrowing the gap between the privileged and the under privileged

  - Group discussions where the day's activities were discussed.

  - Cultural exchange programmes performed by each participating university brought to the forefront the rich cultural heritage and culture of India.

13. **Are there any outreach programmes carried out by the college other than NSS & NCC, for example Population Education Club, Adult Education, National Literacy Mission or any other?**

Yes ☑   No ☐

- Students of the Human Development Section (UG and PG) make field visits to urban/semi-urban areas through NGOs. They are encouraged to interact with the local population and make them aware of the problems arising out of large families

- There have been occasions when students in association with NGOs like '*Calcutta Samaritans*' have undertaken programmes to spread awareness among sex workers regarding risks associated with their profession.

- The formation of a *Population Education Club* is being envisaged.

14. **How are students and teachers encouraged to participate in extension activities?**

- ❑ Students are encouraged to participate in extension activities by the following measures –

  - They are made to take part in extension activities by the awarding of marks, certificates as also various forms of verbal encouragement.

  - Moreover, the students are told that, this being a learning experience the motivation to work would give them practical exposure to the teaching-learning situation and gaining skills in program development would enable them to seek self-employment.

  - Students are also encouraged to participate in NSS activities, so that they can benefit by having better relationships with potential employers, community, parents, and current and future alumni.

  - In the subject of '*Extension Education in Home Science*' as a part of the curriculum in 2nd year UG (Home SC), students are made aware about various national welfare programmes like *National Adult Education Program (NAEP)*, *Integrated Rural Development Program (IRDP)* and *Integrated Child Development Scheme (ICDS)* and *Each One Teach One*. Through the teaching of these programmes attempts are made to inculcate a sense of social responsibility amongst the students. The teachers themselves also act as role models for these activities.

  - Students were asked to collect and raise funds for *CINI ASHA's 'Adopt-a-Mother'* scheme. Students who raised the highest amount were given mementos.

- ❑ Teachers and students are encouraged by –

  - Motivating them towards personal and spiritual growth in enhancement of self and community knowledge and gaining skills in exercise of democratic leadership

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reminding them of the satisfaction that one derives from working towards the betterment of the community.

- With the formation of 'Extension Services' Activity Group and 'Women's Cell' this year, it is planned to carry out extension activities in association with NGOs like *Interlink* and *CRY* and private organisations like *REACH*. The NGOs are involved in rehabilitation work through imparting vocational training to *bustee* and special children. The private organisations are carrying out programmes of similar nature for women and children from remand homes and juvenile cells. The past students of these organisations who are children with special needs are also trained for vocational jobs.

- It is envisaged to send students and teachers from the college to these institutions to assist in and improvise the training schemes.

15. Does the college work and plan the extension activities along with NGOs and GOs?

Yes. The college has always undertaken these activities. Some of these are / have been –

- Sevika Project (*Please see Answer No. 9 under this criterion*)

- Fund raising for *CINI ASHA* 's 'Adopt-a-Mother' scheme that is a programme to raise funds for would be mothers. Officials from the NGO visited the college and gave a talk to students where they outlined their scheme. This scheme entailed proper antenatal and post-natal care for mothers and babies. Students were asked to collect and raise funds for the scheme. Students who raised the highest amount were given mementos.

- Education of orphans, street children, child laborers in collaboration with NGOs like *CINI ASHA, SOS Villages of India, Rainbow School (Loreto Day School,* Sealdah), *Sabera Foundation* and *Institute of Psychological and Educational Research (IPER).*

- Arranging to direct students of undergraduate and postgraduate programmes of the Human Development section to work in orphanages and NGOs as part of the month long internship programme in final year. During the course of the month, students execute or assist various educational projects of the organisation. These are either ongoing projects of the organisation or are tailor made for interns to assist in fulfilling educational targets for the inmates.

- Assisting in educational and vocational rehabilitation of special children in collaboration with special centers like *Manovikas Kendra, Indian Institute of Cerebral Palsy* and *REACH* during internship programmes with the aim of helping to develop skills in envelope making, tie and dye technique, painting and dance and drama

- Participation in mental health programmes with *Calcutta Samaritans,* another NGO. The students work towards psychological and therapeutic counseling for substance abuse, drug addiction, and problems of sex workers. They also counsel patients suffering from various emotional problems. These programmes are only for postgraduate students who work as trainee counsellors under projects devised by the organisations.

16. Any other highlights:

- The college has a constituted Ph.D. Cell at its Department of Home Science, the activities of which are coordinated by one senior faculty member. The cell helps students to take judicious decision when initiating their Ph.D. research, by way of explaining to them the basic protocol and systems, liaising on their behalf with experts, helping out in formative logistics and in the registration of their proposals – until such time that the scholar can be left free to carry or with her work under the guidance of the appointed guide. Two students are currently working on the Ph.D. degrees under the aegis of this Ph.D. Cell.

- Research in multidisciplinary fields – Faculty members of the Department of Home Science are registered as research scholars for their doctoral programmes in diverse fields such as *Textile Science*, *Psychology* and *English*.

- The college has entered into collaboration with Jadavpur University for execution of a project – 'Extraction of Natural Dyes from Waste Flowers' – Funded by Government of West Bengal.

- Prof. Suman K. Mukherjee, Director (Education) has made notable contributions in the field of research. Apart from his achievements mentioned earlier in this criterion, he has the following also to his credit:
  - **Resource Person and Paper Presenter** for *University Grants Commission Open University National Television Programmes* on Economic Development and Planning through *INSTAT TV National Network Programme* since 1987.
  - **Paper Presentation** at –
    1993: *National Management Convention, All India Management Conference*, Trivandrum
    1994: Third Academic Asian Conference of *AMDISA* (Association of Management Development Institutes of South Asia) held at Bangladesh.
    1994: *AIMS Conference* at MDI, Gurgaon
    1995: *XLRI*
    1995: *Indian Institute of Management*, Kolkata
  - **Author of Papers** –
    1991: at *Indo-American Chamber of Commerce* and *Bengal Chamber of Commerce and Industries*, Kolkata.
    1996: at the 24th National Convention of *Institute of Company Secretaries of India*
    1997: for *CEMSAP* workshops
  - **Others** –
    1998: Chairman at the Management Symposium of *National Institute of Management*.
    1998: Speaker in the opening plenary session of Golden Jubilee International Conference of the *Institute of Chartered Accountants of India*.

- *Each One Teach One Programme* has been conducted successfully for over a decade and will be carried out in the future too.

- The unique *Sevika Project*, detailed earlier is also a major innovation for inclusion as extension activity into the teaching-learning process of the B.Ed. degree programme.

Criterion IV: Infrastructure and Learning Resources

This aspect requires data on the adequacy and optimal use of the facilities available in the institution to maintain the quality of the academic and other aspects of campus life. It also seeks information on how every constituent of the institution - students, teachers and staff, benefit from these facilities.

The features addressed in this criterion are, whether:

❑ *The institution has adequate library and computer facilities with easy access to all its constituencies.*

❑ *The institution has adequate physical facilities to run the educational programmes and administrative functions efficiently.*

❑ *The growth of the infrastructure keeps pace with the academic growth of the institution.*

❑ *The institution has effective mechanisms for maintenance and optimal use of infrastructure.*

1. **Enclose the master plan of the college campus indicating the existing buildings and the projected expansion in the future.**

    Please find attached the Master Plan of the college (as reviewed last in end-August 2003). *(Appendix I).*

2. **How does the college plan to meet the need for augmenting the infrastructure to keep pace with academic growth?**

    The enclosed Master Plan *(Appendix I)* of the college studies its plans – their implementation, controls and evaluation – under three significant heads:

    - **Academic Plan**
    - **Infrastructural Plan**
    - **Achievements**

    It is understood as imperative to undertake logistics within a direct and correct perspective of their financial implications. Herein, it is to be again noted that this is a private unaided college that is sponsored by Sukriti Education Society *(an educational trust managed by the* S. K. Birla Group*), and it is this trust that plans and approves the financial budget and provides these resources to the college vis-à-vis its plans.*

A study of the said document explains the further plans of the college to meet the need for augmenting the infrastructure to keep pace with academic growth. These are as below:

PLANS FOR 2003 – 2008

Academic Plan

- The existing PG curricula in Home Science should be revised and recast in semester pattern by 2006.

- In the near future the Institute is planning to start further postgraduate programmes. These are:

  - M.Sc. in Food & Nutrition and Textile & Clothing in the Department of Home Science

  - M.Com. in the Department of Commerce.

  - M.B.A. in the Department of Management

Infrastructural Plan

- To start with these courses lot of infrastructural and learning facilities would be required such as space for classrooms and equipment.

- The vertical expansion of the building at Main Campus is in the process of being sanctioned, which is shown in the Proposed Third Floor Plan. The spaces accommodated here include:

  - Laboratories for all PG programmes of Home Science

  - Classrooms for students of both PG programmes of Home Science and Commerce

  - A spacious, well equipped audio-visual room

  - Open-air canteen

Financial Plan

The Institute has been functioning on a deficit budget until 2001, and the shortfall has always been made good through contributions by various member organisations of the sponsoring body. However, the last two years have seen surplus budgets. This has made possible the planning of such programmes that will require support of enhanced infrastructure and financial allocation.

As such, area of vertical expansion of existing building could be finalised, and purchase of necessary equipments for laboratories can be envisaged.

3. How does the college maintain its infrastructure?

THE PEOPLE:

The college is located within two Infrastructural units – its Main Campus that houses the Departments of Home Science and Commerce, and its Satellite Centre that houses the Department of Management

These are maintained through a structured format:

Main Campus – The infrastructure at the Main Campus is maintained under the final authority of its Principal who, as Honorary Secretary of the college, is also its administrative chief. Since the building is under the direct ownership of *Sukriti Education Society* (the sponsoring body of the college), the Principal does so at an active interface with the Constituted Attorney of *Sukriti Education Society*. All financial implications related to the maintenance of infrastructure are also therefore directed to the sponsoring body. A Senior Office Assistant here supervises the regular maintenance activities under the Principal. The maintenance work is effectively executed through peons, sweepers and gardeners.

The Main Campus has its Maintenance Cell that is coordinated by a full time senior faculty member from the Department of Home Science and a faculty member from Department of Commerce. The Cell coordinates with the Principal on matters related to infrastructure, and provides the much-needed academia-administration coordination in maintenance activities.

Satellite Centre – The *Vidya Mandir Society* (another educational trust under the same management as of this college) has rented out this space to the college. As per agreement, the administrative staff of the Society itself looks after the maintenance of the Satellite Centre, and liaises with the Director (Education) for such purposes.

THE METHOD:

The physical facilities/ resources are maintained through a mix of preventive and remedial activities. This is done on a four-tier format –

- **Daily /Regular maintenance**

- **Weekly/Seasonal maintenance**

- **Annual/Extended maintenance**

- **Need-based maintenance**

Daily /Regular maintenance:

- Sweeping and mopping of all daily used areas/spaces, such as lecture rooms/class rooms, laboratories, seminar room, teachers' rooms, offices, common rooms, canteen, passages, staircases and assembly area; also Class IV housing.

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- Dusting of furniture in all the rooms and laboratories
- Swabbing of counters and sinks in the laboratories and pantries
- Regular and complete disinfecting of all toilets
- Removal of litter from lawns, garden, backyard and terraces
- Watering, pruning and general care of plants

Weekly/Seasonal maintenance:

- Pest control through fumigation and other methods
- Thorough cleaning of windows; scrubbing and stain removal of floors; polishing of brass fittings
- Cleaning of cupboards, shelves, racks and other units
- Laundry of draperies, curtains and other soft furnishings
- Servicing of Venetian Blinds
- Basic refurbishing and repair of furniture
- Overhaul and repair of plumbing systems
- Meggar testing, re-setting and basic repair of electrical systems
- Minor civil repairs and alterations

Annual/Extended maintenance:

- Servicing of all laboratory equipment such as gas burners, sewing machines, microscopes and other equipment
- Overhaul and servicing of electrical power generator and fire extinguishers
- Painting of interior spaces is done annually whereas the exterior walls of the building are painted once in about five years.
- Large scale civil repairs, additions and alterations (with and without demolitions)
- Annual Maintenance Contracts with external agencies have been drawn up for maintenance of all computer hardware and peripherals (in the computer laboratories, offices, library and other areas). Such Contracts also work for air conditioners, reprographic equipment, water purifiers and coolers.

Need-based maintenance:

In special cases such as a particular programme/occasion or contingency, specific jobs are undertaken on an urgent basis. These may take the form of repairs/overhauls/servicing refurbishing/renovation of civil structures / electrical / plumbing / furniture / equipment / furnishings / accessories.

Additional Aspect of Infrastructural Maintenance:

Inventory Control –

Each laboratory maintains a proper inventory of its equipment, tools and supplies through a formatted Stock Register. Annual stock checking is done by concerned teacher/s along with the Laboratory Assistant. The Senior Office Assistant maintains a General Stock Register on similar lines for all other equipment, furniture, tools and supplies.

New items are immediately logged into the registers. 'Stock checks' help in monitoring of quality and quantity of inventory, identification of items to be repaired or discarded, and need for fresh additions/purchases. Written indents can then be placed for these before the Principal.

4. **How does the college ensure optimum utilisation of its infrastructure facilities?**

The college takes special pride in having always applied strategic planning in the use of its infrastructure. Efficiency in resource management requires that all physical resources be subjected to value additions, while keeping in mind their financial implications and depreciation costs. In doing so, it is also remembered that over planning of this kind can result in dissonance of functioning.

The college has made sterling plans to ensure optimal utilisation of its Infrastructural facilities; an overview of which is presented below:

Main Campus –

- The Departments of Home Science and Commerce hold classes on a six-day week format – from Monday to Saturday.

  The Department of Commerce utilises the Infrastructural facilities of the college from 6:30am to 12:20pm on these days; whereas the Department of Home Science uses it for its degree programmes from 8:50am to 4:10pm, followed by classes for its Short Term Courses from 4:30pm to 7:00pm.

  During 6:30am – 10:40am, most classes and tutorials of the Department of Commerce are held. Activities related to project, submissions, preparation for seminars, library reference and others of this department are held between 10:40am and 12:20pm, thereby 'making room' for the department of Home Science.

  An integrated room allocation chart and students' class timetables carefully works out the overlapping timings of these two departments during 8:50am – 12:20pm.

- The classes for the Home Science Certificate Course, which is highly practical oriented, are fitted in within 9:00am and 4:10pm on all the six college days. These are planned at the beginning of the session depending on the availability of the laboratories, only after finalising the Academic Calendar for the degree programmes of the Departments of Home Science and Commerce, as well as the students' timetable.

- The Computer and Food & Nutrition laboratories/classrooms are used to run Short Term Courses during summer vacations (May and June).

- The Department of Management, which is basically housed at the Satellite Centre uses the Main Campus on Saturdays and during university examinations.

- The central administrative department of all the three departments is housed at the Main Campus.

- Both the departments of Home Science and Commerce use the assembly area of the Main Campus for extra-curricular and co- curricular activities; Home Science during 8:00am – 9:00am, and both departments during 4:10pm – 6:30pm.

Satellite Centre –

- The playground at the Satellite Centre is available for use by the students of all the three departments, whenever required for.

- The Audio-Visual Room as expected to be in operation here by December 2003 will cater to the increasing demands of the college, and be used by all its three departments.

- The 800-seater *auditorium of the Vidya Mandir Society*, located on the premises of the Satellite Centre, is available to all the three departments of the college. When free, this auditorium is rented out to the general public.

Additional Features –

- *Residential Management Training* for the final year students of B.Sc (H.Sc.) – RM Section and M.Sc – CH Section is conducted according to schedule at the rented two-bedroom residence located at the campus of *Birla High School for Girls*.
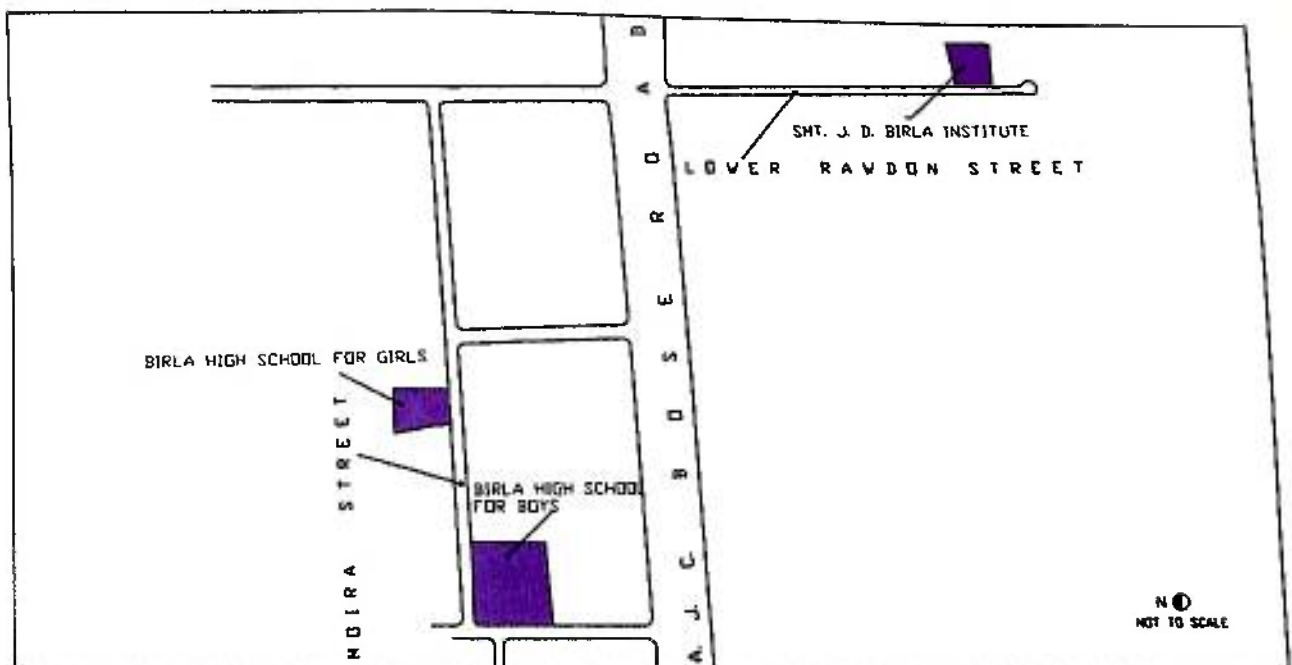
All these three – Main Campus, Satellite Centre and Residential Management Training Residence – are in close proximity to each other, as is shown in the Location Plan below.

5. **Does the college encourage use of the academic facilities by external agencies?**

   Yes ☐   No ☑

   If yes, give details.

   Not Applicable

6. **What efforts are made to keep the campus beautiful and pollution free?**

   The Main Campus of the college is itself a beautiful structure surrounded by greens.

   The following further complements this:

   - The building is located in a cul-de-sac, which ensures minimal noise and air pollution. Further, all its road-facing rooms have slit windows that keep out dust and sound, ensure privacy, but ventilate adequately.

   - In addition to ceiling fans, proper mechanical ventilation is provided through the use of exhaust fans in laboratories, and some classrooms too. This is highly effective in letting in fresh air, making it pollution free.

   - Use of pollution-free gas burners in Food & Nutrition laboratories, canteen and pantries

   - Proper disposal of bio-medical waste from Biology/Physiology laboratory.

   - Regular and proper garbage disposal from canteens, FN laboratories, pantries and other areas; and waste disposal from science laboratories

   - All spaces/rooms around the campus are provided with dustbins/litter-bins, and their use is encouraged.

   - Timely pest control through fumigation and other techniques during vacations to prevent pest infestation.

   - Regular cleaning and polishing of wooden and brass fittings/hardware.

   - Regular upkeep of the turf, mowing of lawns, planting of saplings, foliage, flowering plants, seasonal plants, shrubs and hedges. The roof is used as a nursery for this purpose.

   - Application of a systematic system of daily/weekly/seasonal/annual/extended/need-based maintenance plan (*Refer Answer No. 3 earlier*).

   - Encouragement and awareness of usage of eco-friendly articles. Such awareness programmes regarding hygienic practices and anti-pollution measures are also undertaken within the scope of the activities of National Service Scheme (NSS).

   At the Satellite Centre, these activities are undertaken by the *Vidya Mandir Society*, which rents out its space to our Department of Management.

7. **Is there an advisory committee for the library?**

   Yes ☑   No ☐

   Departments of Home Science and Commerce – The day-to-day activities of the library are looked after by of Head Librarian and two Assistant Librarians, under the coordinating action of two full-time faculty members, one each from the Departments of Home Science and Commerce. These five persons constitute the Library Committee.

   The **Academic Councils** of the departments work as **Advisory Committees** to the library.

   Departments of Management – The Library Committee of this department is constituted of two Assistant Librarians under the coordinating action of one full time faculty member.

   The **Faculty Council** of the department works as **Advisory Committee** to the library.

   The libraries receive the much-needed **academic advices** regarding teaching-learning resources and other related matters from the Advisory Committees through:

   - Recommendations and decisions regarding disbursement of funds – UGC Book Funds and College Library Funds – for purchase of books, journals, periodicals, magazines, CDs, and other learning resources.
   - Advice on quantity and quality of teaching learning resources to be arranged for by the library.
   - Identification of obsolete resources with recommendations for discarding of the same.
   - Recommendations regarding purchase of updated titles and newer editions.
   - Suggestions about the reading and lending functions.
   - Advice on students' support within and through the library.
   - Suggestions regarding stock verification and inventory management.
   - Communication of suggestions/grievances from students and faculty to the Library Committees, with suggested solutions.
   - Coordinating with the Library Committees for required Infrastructural improvements/changes in the library.

8. **Is the library interconnected with other libraries for inter-library borrowing?**

   Yes ☐   No ☑

9. **Is there a book bank facility in the central library?**

   Yes ☐   No ☑

10. Are the following activities of the central library computerised?

The college does not have a central library. The Departments of Home Science and Commerce have a consolidated library at the Main Campus, which is computerised. The Department of Management has its own computerised library at the Satellite Centre.

i. Lending of books ☑

ii. Purchase of books ☑

iii. Lending of audio-visual material ☐

iv. Book bank ☐

v. Stock verification ☑

Any others:

vi. Catalogue Search ☑

vii. Search for library resources
through the Internet ☑

11. Provide the number of books/ journals/ periodicals that have been added to the central library during the last two years and their cost.

The details below are consolidated figures of the three departmental labraries.

	The Year Before Last July 2001 – June 2002		The Year Before July 2002 – September 2003	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
i. Text books	107	19, 410/-	1056	272,503/-
ii. Other books	106	61,014/-	135	53,008/-
iii. Journals/ Periodicals	8	3,215/-	14	6,731/-
Any others:				
iv. Newspapers	0	N.A.	6	4,815/-
v. Magazines	21	10,358/-	25	14,227/-
vi. Projects	9	N.A.	28	N.A.
vii. Dissertations	11	N.A.	14	N.A.

12. Does the library have the following facilities?

- Reprography   ☑
- Computers   ☑
- Audio & Video Cassettes   ☑
- Internet   ☑
- *Any other:*
    - Tracing Table   ☑
    - Display of New Arrivals   ☑
    - 'Faculty Reading Room' with computers on LAN and Internet connectivity   ☑

13. Furnish the following details:

	Library at Main Campus (for Departments of Home Science and Commerce)	Library at Satellite Centre (for Department of Management)	TOTAL
Working days of the library	Monday to Saturday	Monday to Saturday	–
Working hours of the library	Monday to Friday: 7:30am – 6:00pm Saturday: 7:30am – 1:00pm	Monday to Friday: 2:00pm – 8:00pm Saturday: 1:00pm – 7:00pm	–
Total number of books in the library	7650	890	8540
Journals/periodicals subscribed	9	5	14
Titles in the library	6080	285	6365

14. **Is there a central computer facility in the college?**

Yes ☐   No ☑

If yes, give the configuration and other hardware and software details.

Not Applicable

15. **Give the working hours of the computer centre and its access on holidays and off hours.**

	Computer Centre at Main Campus *(for Departments of Home Science and Commerce)*	**Computer Centre at Satellite Centre** *(for Department of Management)*
Working hours for staff and students	Monday to Friday: 6:30am – 4:00pm Saturday: 7:15am – 1:00pm	Monday to Friday: 2:00pm – 8:00pm Saturday: 1:00pm – 5:00pm

The Computer Centres of the college are not officially open during vacations, Sundays and college recognised holidays, other than in special circumstances.

However, teaching faculty can access it on all of these days if the general administrative office is working, and during the latter's working hours (9:30am to 4:30pm).

16. **How many departments have computers of their own? Give the configuration and other details.**

All the three departments have computers of their own.

- The Departments of Home Science and Commerce share the computers in the computer laboratory at the Main Campus.

- The Department of Management shares the computer facility at the Satellite Centre with the students of *Birla High School for Boys*.

These are possible since these departments/units use the premises on staggered time plans.

Configuration of computers and other details –

- **At the MAIN CAMPUS**

Location	Item Type	Description	Quantity
UG AND PG COMPUTER LABORATORIES	Computers (PC)	Pentium IV, 1.9 GHz, 256 MB RAM, 40 GB HDD, CD Writer *(Server)*	1 no.
		Pentium III, 1.13 GHz, 128 MB RAM, 40 GB HDD, CD ROM Drive	4 nos.
		Pentium III, 1.13 GHz, 128 MB RAM, 40 GB HDD	3 nos.
		Pentium III, 600 MHz, 128 MB RAM, 12 GB HDD	3 nos.
		Pentium IV, 1.9 GHz, 256 MB RAM, 40 GB HDD	2 nos.
		Pentium III, 1.13 GHz, 128 MB RAM, 40 GB HDD, CD-ROM Drive	1 no.
		Pentium III, 500 MHz, 128 MB RAM, 20 GB HDD	1 no.
	Other Hardware (HW)	Ink Jet Colour Printer	1 no.
		Laser Jet Mono Printer	1 no.
		Dot Matrix 132 Column 9 pin Printer	3 nos.
		Dot Matrix 132 Column 9 pin Printer	3 nos.
		UPS – 3000 VA	1 no.
		CVT – Uplink 5000 VA	1 no.
		Switch	1 no.
		NT1	1 no.
		Router	1 no.
	Software (SW)	Windows 2000 NT	☑
		AutoCAD 2000 (LT)	☑
		MS Office 2000	☑
		C Compiler	☑
		SPSS	☑
		COBOL Compiler	☑
		Lotus 123	☑
		dBase III+	☑
		Ex Next Generation Accounting Software	☑
	Features (FC)	Complete LAN Connectivity	☑
		ISDN Connection	☑
		Separate Electric Circuit with MCBs and Isolators	☑
		Telephone Lines	☑
		Window Air Conditioners	4 nos.

Table continued on next page

Continued from previous page

Location	Item Type	Description	Quantity
LIBRARY	PC	Pentium IV, 1.9 GHz, 256 MB RAM, 40 GB HDD	1 no.
		Pentium III, 800 MHz, 64 MB RAM, 40 GB HDD	1 no.
	HW	Ink Jet Colour Printer	1 no.
		UPS – 500 VA	2 nos.
	SW	Windows 2000 NT	☑
		Windows 98	☑
		MS Office 2000	☑
	FC	Complete LAN Connectivity	☑
		ISDN Connection	☑
		Telephone Connection	☑
FACULTY READING ROOM	PC	Pentium III, 1.13 GHz, 256 MB RAM, 40 GB HDD	1 no.
		Pentium III, 1.13 GHz, 256 MB RAM, 40 GB HDD	1 no.
		Pentium I, 133 MHz, 64 MB RAM, 20 GB HDD	1 no.
	HW	CVT – Uplink 5000 VA	1 no.
	SW	MS Office 2000	☑
		Windows 2000 NT	☑
		AutoCAD 2000 (LT)	☑
	FC	Complete LAN Connectivity	☑
		ISDN Connection	☑
OTHER AREAS	PC	Pentium III, 1.13 GHZ, 64 MB RAM, 60 GB HDD	1 no.
		Pentium III, 1.0 GHZ, 64 MB RAM, 12 GB HDD	1 no.
	HW	Ink Jet Printer	1 no.
		Dot Matrix 132 Column 9 pin Printer	1 no.
		UPS – 1 KVA	1 no.
	SW	Windows 98	☑
		MS Office 2000	☑

- **At the SATELLITE CENTRE**

Location	Item Type	Description	Quantity
UG COMPUTER LABORATORIES	PC	Pentium III, 1.2 GHz, 256 MB RAM, 40 GB HDD, CD-ROM Drive *(Server)*	1 no.
		Pentium IV, 1.8 GHz, 256 MB RAM, 40 GB HDD, CD-ROM Drive	10 nos.
		Pentium III, 1.13 GHz, 128 MB RAM, 40 GB HDD, CD-ROM Drive *(Includes one Server)*	63 nos.
	HW	Ink Jet Printer	2 nos.
		UPS – 3000 VA	6 nos.
	SW	Windows XP	☑
		Windows 98	☑
		Windows Server2000	☑
		MS Office 2000	☑
		Turbo C++ Compiler	☑
		MS Net Visual Studio	☑
	FC	Window Airconditioners	6 nos.
		LAN Connection	☑
OTHER AREAS	PC	Pentium III, 1.13 GHZ, 128MB RAM, 40 GB HDDLG52X, CD ROM Drive *(In Audio Visual Room)*	1 no.
		Pentium II Pro, 64 MB RAM, 40 GB HDD *(Library)*	1 no.
		Pentium I, 100 MHZ, 64 MB RAM, 20 GB HDD *(Office)*	1 no.
	HW	UPS – 1500 VA	2 nos.
		Ink Jet Colour Printer	1 no.
		Television (with AGP card)	1 no.
	SW	Windows 98	☑
		Windows XP	☑

17. What is the output of the centre in developing computer aided learning packages in various subjects during the last three years?

The computer centers are not so far intended to work as Software Design Centres, nor do they have the required staff/experts for this. These centers been set up as 'laboratories' for holding practical classes in Computer Training, and as support to other curricular and co-curricular activities. Hence, no computer aided learning package has yet been developed here.

18. How are computers and their accessories maintained in the computer centre and other locations of the college?

Full thought and attention are given to proper maintenance of the **delicate and expensive equipment** in the computer centers and other locations, through –

- Demonstrations before end-users on proper handling and usage of the equipment by instructors at the beginning of the session. General discipline is maintained within these spaces. Footwear and eatables are not allowed within the laboratories.

- Regular cleaning of computers, peripherals and accessories in the centres and other areas.

- External storage devices and accessories are stored safely (when not in use) in proper cabinets.

- Machines are connected to Uninterrupted Power Supply (UPS) / CVTs to ensure prevention of damage from inadvertent voltage fluctuations.

- The computer systems are connected to a separate circuit with recommended earthing onto a distribution board with miniature circuit breakers and isolators.

- Regular meggar testing of power circuitry by a registered electrician. This electrician is available during the center timings for contingency situations.

- Renowned experts from the field, who also regularly monitor the system performances, executed upgradation of computers and LAN connectivity.

- Annual Maintenance Contract (AMC) for all computers and peripherals.

- The computer laboratories have been designed on the workstation concept that lowers the risk of accidents.

- Materials used for furniture and furnishings are easy to maintain and according to accepted standards of interior design.

19. Does the college make use of the services of inter-university centers like IUCAA, IAS, INFLIBNET etc?

No

20. **What are the various health services available to the students, members of the teaching and non-teaching staff of the college?**

Health Service	Available (Yes/No) to		
	Students	Teaching Staff	Non-teaching Staff
Medical Insurance	No	No	Yes
Medical Allowance	No	Yes	Yes
Medical Leave	–	Yes (To full-time staff only)	Yes
First Aid	Yes	Yes	Yes
Medical Advice+	Yes	Yes	Yes
Awareness Programmes	Yes	Yes	–

+ *The college has a qualified medical doctor as full-time faculty member.*

21. **What are the physical and infrastructure facilities available in the sports and physical education centre? Give details.**

Four faculty members at the Main Campus coordinate the 'Extra-Curricular Activities' Group. The Group runs a **Sports Club** to conduct games, sports and other related physical activities.

The Main Campus provides ample physical and infrastructural facilities for games such as Table Tennis, Carrom and other indoor games in the Students' Common Room. The Sports makes two open badminton courts operational to students in season.

The students of the institute use the playground of *Birla High School for Boys* (at the Satellite Centre) for basketball, cricket, volleyball and throw ball.

The college has linkages and tie-ups with Jadavpur University that allow our students to utilise (the latter's) sports facilities and avail of the services of their physical trainers/instructors. Our students also represent the university at inter-university sports meets and other levels of competition.

22. **What are the incentives given to outstanding sports persons?**

- Students are granted leave to attend sports meets, practice sessions, physical education training programmes, and other similar activities.

- The affiliating university presents an annual 'Outstanding Sports Person of the Year'. As college representatives within the affiliating university, students of this college participate within and on behalf of the university, and are eligible for this award.

23. **Give details of the participation of students during the last year at the university, state, regional, national and international meets.**

	Participation of students	Outcome
State	2	1st Prizes to 2 students
Regional	2	1st Prize to 1 student
National	4	Bronze Medal to 1 student
International	2	'Gold Standard' Medal to 1 student

The state, regional, national and international meets include those of sports, art and culture, debate and social awareness.

24. **What are the major physical and infrastructure facilities available in the workshop and centre for instrumentation?**

The college does not have any formally christened 'Workshop' or 'Center for Instrumentation'. It has sufficient facilities – equipment, tools, instruments and supplies – in its laboratories to fulfill the needs of the curricula.

However, for certain advanced research activities our PG students do collaborate with other institutions/organisations. For example: Three PG students from the Composite Home Science Section have successfully completed their dissertations with the help of and at the science laboratories of *Institute of Jute Technology* (IJT), Kolkata.

The affiliating university does have its USIC (University Science Instrumentation Center), which is made available to students on request at subsidised rates.

25. **What percentage of students have hostel accommodation?**

With no in-house hostel accommodation, currently only 2.22% of students from the three departments reside in Paying Guest accommodations around the city.

26. Give details of the hostel facilities available in the campus?

There is no hostel facility made available as yet by the college.

However, the 'Housing Services' Activity Group maintains information about hostels, paying guest accommodation and other boarding/lodging available in the neighbourhood, which is readily available to students. A tie-up with a hostel located very close to the college ensures accommodation for some students within a stipulated time period in each session.

27. Any other highlights:

- The Main Campus building is an **impressive** structure designed by reputed architects – *Bose Brothers* of Kolkata. It is itself a beautiful structure surrounded by greens. *(Refer Answer No. 6 earlier in this criterion).*

  - The basic architectural design is based on the **'courtyard model'** that has a four-wing built-up plan around a central open-to-sky courtyard. This results in the correct mix of open, semi-open and covered spaces for multifarious activities of the college within its climatological setting. It also contributes to basic aesthetics, and renders good natural ventilation and lighting.
  - Extremely **environment friendly** with right mix of design, materials and style.
  - The design of its laboratories maintains **safety standards** – proper gas lines, plumbing lines and drainage systems.

- **Continuous** water supply and clean drinking water with water purifiers and coolers is available on every floor of the college.

- Generator facility provides **uninterrupted power supply.**

- **Well-equipped laboratories** with facility available for students' individual working ability.

- The **computer laboratory** at the Main Campus will be equipped to also accommodate each student individually with its expansion into the existing Drawing Studio in the next two years. The LAN connectivity for this purpose has already been installed. Students now using the Drawing Studio for some design and drafting will then be completely computerising the processes.

- The **Audio-Visual Rooms** in both the Main Campus and the Satellite Centre are fully equipped, each with a desktop computer, multimedia system with projector, television, video cassette recorder (VCR), slide projector and overhead projector, set in an air-conditioned environment.

- The Department of Management utilises **overhead projectors** for all theoretical lectures, and the Departments of Home Science and Commerce are being similarly equipped.

- The **fourth floor** (currently under construction) of the Satellite Campus will accommodate fully **air-conditioned classrooms**, computer laboratories and faculty rooms.

- The **rented residence** for UG final year (H.Sc.) – FRM Section is equipped with all necessary **amenities** for residential comfort, and **safety and security** of the students is ensured through the security system of *Birla High School for Girls.*

Criterion V: Student Support and Progression

The highlights of this criterion are the efforts of the institution to provide the necessary assistance for good student experiences in the campus and to facilitate their progression. It also seeks information on the student and alumni profiles.

The information sought under this criterion relate to, whether:

☐ *The institution has sufficient and well-run support services to ensure the physical and intellectual health of all its constituencies.*

☐ *The institution has an effective mechanism to use student feedback for quality enhancement.*

☐ *The prospectus of the institution gives clear guidance to students about admission and completion requirements for all programmes, the fee-structure and refund policies, financial aid and student support services.*

☐ *The institution offers competent academic counseling and placement services to its students.*

☐ *Financial aid to students is fairly distributed.*

1. **Furnish the following details:**

   • **Percentage of students appearing for the qualifying exam after the minimum period of study**

   Based on two distinctly varying logic, two interpretations have been made for the computation of this data.

   Interpretation I:

   It would be significant to know as to how many students have appeared for the final qualifying examinations as compared to the total number of students enrolled into that particular programme. This would identify the total number of official drop-outs over the minimum period of study, as well as the number of students who did not appear for the examinations.

   Using this logic, the data has been calculated for each degree programme using the following formula –

   $$\frac{\text{\textit{Number of students appearing for the qualifying examinations after the minimum period of study}}}{\text{\textit{Total number of students enrolled into the degree programme}}} \times 100$$

Interpretation II:

It would be *also* significant to find out how many students have appeared for the final qualifying examinations as compared to the total number of students who have completed the minimum period of study. This would *not* identify the official drop-outs but would only consider those students who finished the minimum period of study but did not appear for the qualifying examinations.

Using this logic, data has been calculated for each programme using the following formula –

$$\frac{\text{Number of students appearing for the qualifying examinations after the minimum period of study}}{\text{Number of students who have completed the minimum period of study}} \times 100$$

Since each interpretation reveals a particularly relevant aspect, data against both have been presented in tabular format as follows:

Interpretation I:

Department	Degree Programme	Minimum Period of Study	Percentage of Students Appearing for Qualifying Examinations held after Minimum Period of Study		
			For Batch of 2002	For Batch of 2003	Average of Last Two Batches
Home Science	B.Sc. (Hons.) in Home Science	3 years	63.87%	68.42%	**66.15%**
	M.Sc. in Composite Home Science	2 years	83.30%	85.70%	**84.50%**
	M.Sc. in Family Resource Management	2 years	N.A. **+**	75.00%	**75.00%** **✗**
	M.Sc. in Human Development	2 years	87.50%	100.00%	93.75%
	B.Ed. in Home Science	1 year	94.11%	95.24%	**94.68%**
Commerce	B.Com. (Hons.)	3 years	74.55%	81.93%	**78.24%**
Management	B.B.A. (Hons.)**○**	3 years	N.A.	N.A.	N.A.

+ *There was no student enrollment into this programme for the session 2001-2002.*

✗ *Computed over the one applicable year only.*

○ *This programme was launched from the session 2002-2003. The qualifying examination for its first batch shall be held only in July 2005.*

Interpretation II:

Department	Degree Programme	Minimum Period of Study	Percentage of Students Appearing for Qualifying Examinations After Completing Minimum Period of Study		
			For Batch of 2002	For Batch of 2003	Average of Last Two Batches
Home Science	B.Sc. (Hons.) in Home Science	3 years	96.11 %	100.00 %	**98.06 %**
	M.Sc. in Composite Home Science	2 years	100.00 %	77.78 %	**88.89 %**
	M.Sc. in Family Resource Management	2 years	N.A. **+**	80.00 %	**80.00 %** **×**
	M.Sc. in Human Development	2 years	100.00 %	100.00 %	**100.00 %**
	B.Ed. in Home Science	1 year	94.11 %	95.24 %	**94.68 %**
Commerce	B.Com. (Hons.)	3 years	92.27 %	100.00 %	**96.14 %**
Management	B.B.A. (Hons.)**○**	3 years	N.A.	N.A.	N.A.

+ *There was no student enrollment into this programme for the session 2001-2002.*

× *Computed over the one applicable year only.*

○ *This programme was launched from the session 2002-2003. The qualifying examination for its first batch shall be held only in July 2005.*

Please Turn Over

- **Drop out rate**

This data has been calculated for each degree programme using the following formula –

Number of drop-outs over the minimum period of study
(as per official records)

$$\frac{}{Total\ number\ of\ students\ enrolled\ into\ the\ degree\ programme} \times 100$$

Department	Degree Programme	Minimum Period of Study	Drop-out Rate in Percentage		
			For Batch of 2002	For Batch of 2003	Average of Last Two Batches
Home Science	B.Sc. (Hons.) in Home Science	3 years	36.13%	31.57%	33.85%
	M.Sc. in Composite Home Science	2 years	16.67%	14.30%	15.49%
	M.Sc. in Family Resource Management	2 years	N.A. [+]	25.00%	25.00% [×]
	M.Sc. in Human Development	2 years	12.50%	00.00%	6.25%
	B.Ed. in Home Science	1 year	05.89%	04.76%	5.33%
Commerce	B.Com. (Hons.)	3 years	25.45%	15.06%	21.76%
Management	B.B.A. (Hons.)[o]	3 years	N.A.	N.A.	N.A.

[+] *There was no student enrollment into this programme for the session 2001-2002.*

[×] *Computed over the one applicable year only.*

[o] *This programme was launched from the session 2002-2003. The qualifying examination for its first batch shall be held only in July 2005.*

- **Progression to employment and further study (UG to PG or PG to Ph.D.)**

Progression to Employment *(Data available for Department of Home Science only)*

The number of students who passed the qualifying examinations for B.Sc., M.Sc. and B.Ed. degree programmes were respectively 96, 11 and 16 (For batch of 2002), and 102, 15 and 20 (For batch of 2003).

Department	Degree Programme	For Batch of 2002			For Batch of 2003			Average Progression to Employment (as %)
		No. of Students who provided Information (A)	No. of Students (out of A) who Progressed to Employment	Progression to Employment (as %)	No. of Students who provided Information (A)	No. of Students (out of A) who Progressed to Employment	Progression to Employment (as %)	
Home Science	B.Sc.	65	12	18.46%	62	9	14.52%	**16.49%**
	M.Sc. s	10	5	50.00%	15	6	40.00%	**45.00%**
	B.Ed.	10	4	40.00%	20	2	10.00%	**25.00%**

Progression to Further Study *(Data available for Department of Home Science only)*

Department	Degree Programme	For Batch of 2002			For Batch of 2003			Average Progression to Further Study (as %)
		No. of Students who provided Information (A)	No. of Students who Progressed to Further Study	Progression to Further Study (as %)	No. of Students who provided Information (A)	No. of Students who Progressed to Further Study	Progression to Further Study (as %)	
Home Science	B.Sc.	65	51	78.46%	62	42	67.74%	**73.10%**
	M.Sc. s	10	0	0.00%	15	0	0.00%	**0.00%**
	B.Ed.	10	0	0.00%	20	0	0.00%	**0.00%**

- ## Prominent Positions held by alumni

Sl. No.	Name of Alumnae	Organisation	Organisation Type	Location	Designation
1	Ms. Nimmi Pathak	Mahadevi Birla Shishu Vihar	School	Kolkata	Principal
2	Ms. Rebecca Philips	National Institute of Fashion Technology (NIFT)	Educational Institution	Mumbai	Faculty
3	Ms. Niharika Singhal	Advance Management Systems Limited	Software Consultants	Kolkata	Director
4	Ms. Kanchan Shankar	Nestle India Ltd.	Food Products	Kolkata	Sales Promotion Officer
5	Ms. Anupama Drolia	Novelle Fashions	Designer Boutique	Kolkata	Partner
6	Ms. Manisha Gupta	Coordinates	Interior Designers	Kolkata	Proprietor
7	Ms. Nutan Kapoor	Nutan Food Products	Food Marketing	Kolkata	Proprietor
8	Ms. Anuja Mantri	Trysis Infotech	Software Consultants	Kolkata	Graphic Designer
9	Ms. Manomita Chatterjee	Vandana Luthra's Curves And Curls (VLCC)	Fitness Centre	Kolkata	Assistant Manager
10	Ms. Neha Agarwala	River Valley Tea Company	Exporters	Kolkata	Partner
11	Ms. Neeta Dujari	Zamtek Solutions	Software Consultants	Kolkata	Content Manager
12	Ms. Krishna Raja	Little India	Textile Firm	Kolkata	Director
13	Ms. Karishma Sharma	Karswe	Restaurant	Kolkata	Director
14	Ms. Jyoti Benani	Vandana Luthra's Curves And Curls (VLCC)	Fitness Centre	Kolkata	Nutritionist
15	Ms. Reena Chowdhary	Rachana's Spruce and Sprite	Fitness Centre	Kolkata	Nutritionist
16	Ms. Vandana Pareek	Manjushree Infotech	Call Centre	Kolkata	Executive Officer
17	Ms. Shireen Wahab	Hotel Capella	Hotel	Kolkata	Proprietor
18	Ms. Veena Tirthani	Body Care	Fitness Centre	Kolkata	Diet Consultant
19	Ms. Bela Bhutoria	Stylo	Boutique	Delhi	Textile Designer
20	Ms. Deena Enjineer	British Airways	Aviation	Kolkata	Reservation Officer
21	Ms. Renu Maheshwari	*Freelance*	Jewellery	Kolkata	Designer
22	Ms. Payal Bhatia	Going Places	Boutique	Kolkata	Production Chief
23	Ms. Geeta Lall	Akshar	School	Kolkata	Special Educator
24	Ms. Scherazade Singaporia	Sahara	NGO	Delhi	Counsellor
25	Ms. Farheen Khurshid	United Nations International Children's Emergency Fund (UNICEF)	UN Agency	Kolkata	Dietician and Counsellor
26	Ms. Varsha Bhansali	Calcutta Psychoanalytic Therapeutic Centre	Counselling Centre	Kolkata	Psycho-analyst
27	Ms. Sangeeta Guha Roy	The Telegraph	Newspaper	Kolkata	Journalist
28	Ms. Smita Parekh	National Institute Of Fashion Technology (NIFT)	Educational Institution	Kolkata	Guest Faculty
29	Ms. Karishma Sharma	Weaver's Studio	Boutique, Exporters	Kolkata	Production Supervisor
30	Ms. Rituparna Mallick	Espee	Boutique	Kolkata	Production Supervisor

2. **How many students have passed the following examinations in the last five years?**

UGC-CSIR (NET) Examinations : 8

UGC-SLET : –

GATE : –

Indian Civil Services Examinations : –

GRE : 2

TOEFL : 2

GMAT : –

Any others:

School Service Commission : 3

Note:

- *The above details could be collected only from some of the ex-students (of the last five batches) of the Department of Home Science. This has been done through telephone conversations. The Alumni Association of the college also provided some information.*

- *The teachers are aware that several graduates from the Department of Commerce have appeared for various competitive examinations like TOEFL, GRE and CAT. However, no exact data is available to their success in these as yet.*

3. **Does the college publish its updated prospectus annually?**

Yes ☑ No ☐

If yes, what are the contents of the prospectus?

The prospectus is re-printed annually with required updating of its contents. Each of the three departments has its own separate prospectus. *(Enclosures I-A, I-B and I-C)*

The basic contents of the prospectus are structured around the following:

- Composition of the Governing Body, along with names and roles of members.

- The mission and objectives of the institute.

- General overview on the institute – its establishment, its growth, its location/contact details.

- Basic information about the affiliating university (Jadavpur University).

- Introduction to the nature and purpose of the particular department – 'Home Science', 'Commerce' and 'Management'. Also –

    - Profile of faculty (full-time and part-time) members, with their names and qualifications

- Constitution of the Academic Council / Faculty Council
- Admission Procedures and Rules
- Details about all academic programmes in terms of curriculum, subject name and type, and allotment of marks, along with their respective fee structures
- Examination Rules with evaluation systems and methodology
- Information on scholarships and awards/prizes
- Students' support services
- Additional campus experiences in terms of co-curricular and extra-curricular activities

4. **What kind of financial aids are available to students from the central government, state government, the institution and others? Give details.**

Financial aids are available to students from the central government, state government and the institution itself.

- So far, the various financial aids received by our students from the **central government and state governments** are represented in tabular form as below –

Awarding Body	Name and Type of Aid	Purpose of Aid	Time Period of Aid
Ministry of Human Resource Development, Government of India (National Scholarship Scheme)	National Scholarship **(on Merit)**	Additional educational support to students on meritorious performance	2 years
Directorate of Higher & Technical Education, Aizawl, Government of Mizoram	Post Matric Scholarship **(for SC/ST Candidates)**	Maintenance grant for student fees and other educational support	1 year
Ministry of Home Affairs, Government of India (North Eastern Council Secretariat, Shillong)	Stipend and Book Grant **(Special support)**	Special educational support	1 year

- The institute believes that those who have an uncommon potential to contribute positively to society and are dedicated towards pursuing education should not be denied any opportunity to acquire quality education, irrespective of their ability to pay. This is taken care of by the provision of **Merit-cum-Means scholarships** by the **institution** itself. Herein, within its students' support system, the institution offers a **total waiver of tuition fees** (during admission) for the chosen UG degree programme to candidates (students) who are

financially disadvantaged. This is awarded to a maximum number of five deserving candidates for the Departments of Home Science and Commerce together. However, since most of our students do not come from financially disadvantaged backgrounds, the eligibility criteria for this aid is normally not entirely met.

- Students obtaining First-Class-First position in every final year batch of UG degree programme are eligible for a total waiver of tuition fees for PG education at the college from the **affiliating university**.

5. **Mention the number of students who have received financial aid during the last two years.**

Financial aid	Year before last (Academic Session 2000 – 2001)	Year before (Academic Session 2001 – 2002)
i. Merit scholarship	None	None
Special scholarships: ii. (for SC/ST candidates)	None	1
iii. (Special support)	None	1
iv. Merit-cum-Means scholarship	None	2

6. **Does the college have an employment cell and a placement officer who offers career counselling to students? If yes, give details of the cell and its office.**

i. **Employment cell:**   ☑

The college has recently started (in July 2003) an Activity Group – its **'Career Guidance and Placement Cell'** – that is intended to and has begun to work on similar lines as an Employment Cell. Located at the Main Campus, this Cell is to serve the Departments of Home Science and Commerce.

At the Satellite Centre, the Department of Management has its **'Placement Division'** for the same purpose.

ii. **Placement officer:**   ☑

The 'Career Guidance and Placement Cell' is coordinated by two full-time faculty members with the designation of **'Placement Coordinators'** – an additional charge wherein they perform functions similar to that of 'Placement Officers'.

At the Satellite Centre, the **Faculty Council** handles the 'Placement Division'.

The **roles** of the 'Career Guidance and Placement Cell'/'Placement Division' and 'Placement Personnel' have been explained together below:

- Maintaining information about the number of students (with their qualifications and attributes) who are desirous of taking up jobs on being qualified.
- Maintaining a systematic data bank regarding available vacancies suitable for these students. This is done by surfing the Internet, studying leading newspapers/magazines and other media, and through word-of-mouth information.
- Organising special presentations by the placement consultants/agencies and HRD and HRM experts.
- Maintaining information about the number of students (with their and attributes) who are eligible for internship and maintaining a systematic data bank regarding available vacancies suitable for these students. This will be done from records of previous years in the Department of Commerce and individually in all Sections of Department of Home Science.
- Guiding students into a suitable career plan by giving them exposure to the details, modalities and protocol involved for it. This is done by training them for various types of interviews, giving talks on work culture concepts, providing corporate overviews, detailing upon entrepreneurial skills, and other related issues.
- Facilitating the students' establishment into preferred and suitable careers.
- Monitoring the students' success at their chosen paths.
- Using information from placement of ex-students to guide current students.
- Being vigilant of the changing macro environment and job markets, and accordingly modifying the activities in the seven earlier points.
- Keeping necessary records for the above, and maintaining required transparency for it.

Rotary Club of Calcutta – Victoria conducted a workshop titled **'Power over People'** at the college in August 2003. A Human Resource Consultant from People for Power, and a Placement Consultant provided career guidance and placement fundamentals to the students from *Macro Consultants Pvt. Ltd.*

It is imperative to not here that –

Faculty members of the college have always helped in guiding students into appropriate career paths. With information on the students' aptitudes and motivational patterns, these teachers have often proved to be effective career counsellors for these students.

7. **Do teachers participate in academic and personal counselling? Give details.**

Yes ☑   **No** ☐

The faculty members, and the Principal / Director (Education) too, take up this essential function of providing academic and personal counselling to the students. These counselling measures have always been a continuous element of the students' support system at the institute within all its departments.

❑ ACADEMIC COUNSELLING

Within the first week of admission into a UG degree programmes, all students (of a particular freshers' batch) are gathered together for a formal **Orientation Lecture**. The Principal, in the presence of concerned faculty members, does this for the Departments of Homes Science and Commerce. At the Department of Management, the Director (Education) along with faculty members addresses this need. As its name suggests, the event introduces the institution in terms of its essential academic features to its new students. Basic information – about examination rules, norms, procedures and schedules, examination types and timings, evaluation procedures, promotion systems, internal assessment format and university examinations – is provided.

This information acts as a base for all academic activities undertaken by the students in the ensuing session/semester. Also, on the basis of this information the college provides for the students' academic counseling in these ways –

- The teachers are always available for academic counselling of their students. Each **subject teacher** provides guidance and support to a particular batch of students as a group within the concerned class, and thereby removes their doubts and provides direction. **Full-time teachers** are available for longer hours and hence approachable for any student with special queries.

- Teachers guide students who require special attention or are found weak in certain areas of study into suitable **bridge/remedial courses**. Exchange of ideas with the teacher has always helped the student to accept his/her weakness/es and to work positively in taking up corrective measures. Students are strongly discourage from taking private tuitions, for it is expected, that with suitable motivation, every student will surely be able to improve her performance.

- Academic counselling is also required for **advanced learners**. Teachers, having identified these cases, give the students the required challenges, while apprising them of the reason behind it.

- Students undertaking projects / field trips / seminars, as also during the practical classes, are always found to require special academic support. This is done on a **one-to-one basis**, because the institution strongly believes that these near-teacher-independent activities can really mature the students' minds.

- At the end of a session/semester, academic counselling takes on a larger role. Having delivered required lectures to complete the teaching of a particular syllabus, students are involved by the teachers into relevant deliberations upon the subject matter so as to acquire holistic conceptualisation of the syllabus under consideration.

- The college provides **special academic counselling** through two noteworthy systems –
  - At the Department of Management, There is a system of **Daily Contact Programme**, wherein a student-teacher contact time has been built-in before the commencement of

the classes everyday, when teachers are available for academic counselling of the students, as a group / one-to-one.

- At the Department of Homes Science, there is a system of giving **talks for specialisation selection**. Students of UG in Home Science are given special talks by five faculty members – one from each of the five Sections (areas of specialisation). Each teacher, while providing an overview of the relevant Section, also guides students on a one-to-one basis into the section she considers as suitable for the student vis-à-vis his/her academic records, capabilities and other attributes.

- At the end of the session/semester, students are given **preparatory leave**, during which time they can approach the faculty members by prior appointment for academic guidance.

❑ PERSONAL COUNSELLING

In considering the '**Human Factor**', one is naturally and necessarily directed towards observing the '**Whole Person**'.

Work related and professional activities can find their real fruition only within a balanced personality. And it is here that personal counselling takes on it its special significance. Realising this, the college undertakes the following measures –

- The Principal / Director (Education) takes personal interest in guiding and helping students with such personal problems and provide her/his valuable time in counselling such cases. Also a particular case may be directed to a specific department/Section/subject teacher who, for certain specific reasons, is believed to be better equipped to handle the situation.

- Healthy interactions between teachers and students promote trust that helps students to come up with their problems without diffidence, and discuss them. The problems are then catered to with full compassion, support and required confidentiality.

- However, a student (and a staff member, too) may require **professional counselling**. Keeping which in mind, the Principal coordinates all 'Students and Staff Counselling'. Within this function, two plans have been implemented –

  - An introductory talk on '**Role of Counselling in a Student's Life**' was organised in September 2003. Given by an eminent psychoanalyst, Ms. Varsha Bhansali, the talk benefited both the students and staff.

  - The enthusiastic response to the programme has resulted in the formation of a full-fledged 'Counselling Cell', which shall invite professional counselors on a regular basis. For this purpose, noted and qualified counsellor, Ms. Ranjana Roy, has been appointed by the college from November 2003. She is now available thrice a week at the college premises for our students (and staff, too).

8. **How many students were employed through placement service during the last year?**

Since the 'Career Guidance and Placement Cell' is still in its nascent stage no data is yet available on this through this unit.

	UG students	PG students	Research scholars
i. Local firms/companies	–	–	–
ii. Central government	–	–	–
iii. State government	–	–	–
iv. Public sector undertaking	–	–	–
v. Private sector	–	–	–

9. **Does the employment cell motivate the students to seek self-employment?**

Yes ☑   No ☐

If yes, how many are self-employed?

Again, no data is available in this regard from the newly formed 'Career Guidance and Placement Cell'.

However, it is surely known through word-of-mouth information and direct contacts with our ex-students that a large number of them are self-employed as **entrepreneurs and freelancers.**

10. **Does the college have an Alumni Association?**

Yes ☑   No ☐

If yes, indicate the activities of the Alumni Association.

A Brief History:

The **'Alumni Association of Smt. J. D. Birla Institute'** was conceptualised in April 2003. Then, at an informal meeting of interested prospective members, approval was acquired on the formation of such a body, and the basic formalities for the purpose were initiated.

In May 2003, the first formal meeting cum get-together of these members was held, with the primary objective of holding elections of its Governing Body members.

This was followed in August 2003 by its first orientation meeting for the student batch of 2003. Information was given to other prospective members about the establishment of the Alumni Association, and its objectives.

Some Achievements:

Since then two events have been held under the aegis of the Alumni Association. These have been –

- In mid-August 2003, the association, in collaboration with the 'Health Services' Activity Group of the college, organised a talk at the institute on **'Cancer Awareness'** as conducted by 'Hitaishini', a Breast Cancer Support Group.

- In end-August 2003, in coordination with the 'Holistic Development' Cell, the alumni members were invited to a discourse-cum-interactive session on **'Handling Emotions'**, conducted by Sri R S. Kalra, Member and Ex-President of the Kolkata Chapter of 'Chinmaya Mission' (an international spiritual and Self-development organisation).

The Alumni Association has received enthusiastic responses from its members and other ex-students of the college. The formal process of registration of the association under the West Bengal Societies Act, 1961 is currently on.

The **basic objective** of the Alumni Association is –

- To foster the growth of healthy interactions between the institution and the staff and students; and to work for the mutual benefit for all.

The **basic activities** of the Alumni Association are –

- Academic Activities:
  - Help the ex-students in job placements.
  - Promote interactions with various industries.
  - Hold talks on different issues and topics that would be beneficial to all.
  - Jointly organise seminars/symposia/workshops with the 'Research, Projects and Seminars' Activity Group of the college.

- Social/Community Service:
  - Arrange and organise various medical camps.
  - Undertake different extension activities to help the community at large.

- Cultural and Recreational Activities for its members and invitees.

- Organising various fund raising programmes for the sustainability of the association and promoting further memberships to the association.

11. How are the policies and criteria of admission made clear to prospective students?

This is done through –

- Information for admission into various courses is released in **leading city newspapers** announcing the distribution of application forms and stating the essential eligibility criteria.

- An interested candidate who approaches the institution is provided the **departmental prospectus** along with the application form. The prospectus states details about the policies and criteria of admission, and detailed eligibility criteria – in terms of sex of candidate, qualifications required, cut-off marks, requirement of particular subject/s, admission fee and other fee structure. Information is provided about the checking of academic records and the need to appear for admission interviews. Interested candidates for PG degree programmes (Home Science) and UG degree programmes (Management) are made aware of the requirement of passing the written special entrance tests. The prospectus of the Department of Management states the mandatory clearing through the Group Discussion.

- As the college has a one-window admission policy, the office personnel designated for admission activities by each department attends to all the queries or information sought by the prospective students. Enquiries by prospective students are also catered over telephone, if required, by the office staff.

- At every stage of (the candidates) progression through the admission process, information is displayed on the departmental notice board, which can be checked out by them. This details the results of short-listing, date and time of tests/interviews, as well as candidates' standing on the waiting list (if any).

- Additionally, during the admission process, the prospectus/Principal inform about the feature of the Merit-cum-Means scholarships in terms of its modalities and time frame for furnishing eligibility data.

12. **State the admission policy of the college with regard to overseas students.**

There is no separate admission policy with regard to overseas students. As long as the overseas candidate meets with all eligibility criteria (*Refer to previous answer*), he/she is given every equal opportunity to pass through the admission process. Needless to say, essential scrutiny and verifications of additional documents for such cases are done.

13. **What are the support services given to overseas students?**

i. One window admission service	☑	ii. Overseas students office	☐
iii. Special accommodation	☐	iv. Induction courses	☐
v. Socio-cultural activities	☑	vi. Welfare programme	☐
vii. Police clearance	☐		
Any others:			
viii. Bridge and Remedial Courses	☑	ix. Health Services	☑
x. Personal Counselling	☑	xi. Extra-curricular activities	☑
xi. Career Counseling and Placement	☑		

The college is prepared to provide overseas students with **identical support services** as the other students. However, special attention when required is given to their particular requirements of accommodation, health and counseling.

It is also required to record here that the college has admitted no overseas students in the last two years.

14. What are the recreational / leisure time facilities available to students?

i. **Indoor games**	☑	ii. **Outdoor games**	☑
iii. **Nature Clubs**	☐	iv. **Debate Clubs**	☑
v. **Student Magazines**	☐	vi. **Cultural Programmes**	☑
vii. **Audio Video facilities**	☑		

Any others:

viii.   **Extra-curricular activities through –**

- **Debate, Elocution and Public Speaking Club** ☑

- **Dance, Drama and Music Club** ☑

- **Quiz Club** ☑

15. Any other highlights:

- Rich scholastic activities with attendant controls have always brought out remarkable results in the university examinations. This is seen in the **high success rates** to the tune of 97% –100%.

- As mentioned earlier *(Refer to Answer No. 6 of this criterion)*, faculty members of the college have always helped in guiding students into appropriate career paths. This informal career counseling has been well complemented by the fact that the college has frequently received **offers from various companies inviting and confirming our students'** **placements** at their offices. Some such companies are – *Kitply Industries, GE (General Electric), Birla Sun Life* and *Nestle India.*

- Regular and systematic academic counselling leads to many of our students being offered **jobs at their places of internship** (held around the final month of UG and PG programmes in Home Science). Companies such as *PEICO Electronics (Philips India), East India Hotels Ltd., Taj Group of Hotels, PS Group* and *B. M. Birla Heart Research Centre* have recruited some of the students.

- The college has an **admission policy** that is minimalist, simplistic and devoid of excessive protocol.

- The institution has, ever since its inception, always upheld the tradition of **celebrating events** of all socio-cultural, traditional and patriotic significance. The Principal, staff and students all get together to participate enthusiastically on occasions such as Independence Day, Teacher's Day and Saraswati Puja.

- All students look forward to the **annual outstation trip** that is generally organised during the 'Puja vacations'. Students from all departments get an opportunity to travel together; of course, under the supervision of some accompanying faculty members. This recreational facility no doubt generates essential camaraderie.

- **Outstation field trips** are made by every Section of the Department of Home Science, wherein teachers and students get together for an educating and informative purpose, so needed as an essential practical aspect of their curricula.

- **Annual picnic** is organised for all the departments of the college. This provides a good opportunity for healthy informal interaction between students and teachers.

- Every year, the students in the entry year batches present a **Talent Show** on the occasion of Teacher's Day. It is a chance to display talents through drama, skits, dance and music.

- The college participates actively in the **'The Inter-Institutional L. N. Birla National Debate'** held under the aegis of the *S. K. Birla Group*. This annual debate travels through several metros around the country conducting its eliminations, with the finals being held at Kolkata. With support from the Debate Club and the academic faculty, four students have participated up until the finals of the debate.

- The **Quiz Club** is registered for the national level quiz – *'Awakening Indians to India'* – organised by *Chinmaya Mission*.

- The **Dance, Drama and Music Club** has set up –
  - A dance workshop in August-September 2003 on 'Jazz and Ballet' conducted by well-known dance instructor, Mr. Chandan Verma.
  - A theatre workshop in September 2003 by famous theatre personalities, Ms. Nivedita Bhattacharjee and Ms Indrani Seth.

- The institution provides an extremely neat, well-organised and hygienic environment, which is also very green. This is topped by exemplary maintenance. The aesthetic and healthy **surrounds** and the overall physical environs contribute largely to the physical, mental and intellectual health of all its constituents.

- A good rapport between students and teachers that is well balanced between formality and friendliness makes the institution a well-knit dignified social unit, as required for the **social development** of its persons.

- The college and its teachers **strongly discourage** the practice of its students taking private tuitions.

Criterion VI: Organisation and Management

This criterion requires data on the policies and practices of the institution in the matter of planning, human power requirement, recruitment, training, performance appraisal and finance management.

The characteristics examined under this criterion pertain to whether:

☐ *The offices and departments of the institution are governed on the principles of participation and transparency.*

☐ *Academic and administrative planning in the institution move hand in hand.*

☐ *Management techniques and technologies, to the extent possible, are used by the institution for efficient running of every administrative and academic decision-making.*

☐ *The institution practices relevant welfare schemes for all its constituencies.*

☐ *There are fair and expeditious grievance redressal mechanisms at all levels of the institution's functioning.*

☐ *The finances of the institution are judiciously allocated and effectively utilized to make its programmes and functioning cost-effective.*

☐ *The institution has imaginative and effective resource mobilization and management strategies.*

☐ *Budgeting and auditing procedures are regular and standardized.*

1. **Does the college have an efficient internal co-ordinating and monitoring mechanism?**

   Yes ☑   **No** ☐

   If yes, give details.

   The college does not regard coordinating as a separate management function; rather it considers it to be the essence of its management. Coordinating is seen here as the unifying of individual efforts towards the accomplishment of individual and group goals. Monitoring is considered as the checking of its progress in these efforts, and the issue of reminders/warnings/advice (when required). Coordinating and monitoring therefore work together as the Siamese Twins of operational management at the college. This implies the development of a system for performance of managerial activities.

   The entire management operations at the college can be approached with a 'systems' perspective of an Input-Action-Output model. The various 'actions' (managerial functions) that call for coordinating and relating monitoring are expressed in the following schematic model.

System Approach to Management at the College

EXTERNAL ENVIRONMENT

Goal inputs of Stakeholders
- Students
- Teachers
- Staff
- Management
- Parents
- Society
- Other

Managerial knowledge, goals of stakeholders, and use of inputs

Inputs
- Human
- Capital
- Managerial
- Technological

Re-energising the System

Planning

Organising

Staffing

Leading

Controlling

To produce outputs

Facilitated by communication that also links the college with its environment - Local, Regional, National and International

EXTERNAL ENVIRONMENT

External variables and information
- Opportunities
- Constraints
- Other

EXTERNAL ENVIRONMENT

Outputs
- Met Goals
- Goal Integration
- Changed Motivation
- Resources Generated/Used
- Satisfaction (or lack of it)
- Other

While coordinating involves the meshing together of the 'actions' of planning, organising, staffing, leading and controlling, it also means the unifying of the Input-Action-Output structure with related feedback and communication; all within a dynamic external environment. Monitoring, as the other *twin*, moves along with it. The two processes together help reconcile differences in approach, timing, effort or interest, and harmonise attainment of goals to maintain order.

Fine-tuned internal coordinating-monitoring systems at the college move from the lower levels of management upward to the higher levels.

These are efficiently executed through prompt and sequential actions of concerned personnel, as can be studied vis-à-vis its essential processes and sub-processes as below.

Processes and their sub-processes

Academic Processes
- Design/review of Curricula/Syllabi
- Design of Academic Calendars
- Preparation of Teaching Plans
- Academics in students' admission
- Conducting curricular, co-curricular and related extra-curricular activities
- Conducting Assessments/Examinations
- Students' evaluation and promotion
- Collecting Students' Feedback
- Academic performance appraisal of teachers
- General academic audit
- Others

Coordination and Monitoring

For faculty members → Academic Council / Faculty Council → Principal

For students → Class Representatives → Students Council → Teacher Coordinators of Student Council → Principal

Administrative Processes
- Administration of students' admission
- Staff Recruitment and Human Resource Development
- Conducting examinations
- Liaising with affiliating university
- Infrastructure maintenance and development
- Performance appraisal of all staff
- Maintaining general discipline

Coordination and Monitoring

Senior Office Assistants / Office Assistants → Principal / Director (Education) → Governing Body of the college

Financial Processes
- Establishing revenue generation schemes
- Identifying expenditure patterns
- Creating Budget plans
- Executing purchases
- Documentation of account records
- Internal accounts audit
- Statutory accounts audit

Coordination and Monitoring

Cashier-cum-Accountant → Principal / Director (Education) → Constituted Attorney of sponsoring body

Final Coordination and Monitoring
Principal

Key:

——— Processes/Sub-Processes
——— Coordinating and Monitoring Personnel

2. **Were any committees/external agencies appointed during the last three years to improve the organisation and management?**

Yes ☑   No ☐

If yes, what were the recommendations?

❏ In May 2000, the well-known Project Management Consulting Agency – *SIGMA Consultants Private Limited* – was engaged to assess the workload of the Class III and Class IV staff of the college. Their basic recommendations were:

- Against a total of 22 persons of the Class IV staff category as then in employment, the required number was only of 17 persons; the issue of the extra five staff should be addressed.
- Against a total of eight persons of the Class III staff category as then in employment, the required number was of six persons; the issue of the extra two staff should be addressed.
- All Class II and Class IV staff should to be treated as 'Vacational Staff'.
- Accounts activities and records should be computerised.
- 24-hour alarm systems should be installed with outlets within the *durwan's* quarters and operating switches at different points within the college premises.

❏ In August 2003, noted Data Analysts – *Computer Power* – analysed the Students Feedback on Teachers (of the Departments of Commerce and Home Science). They reported:

- Rating of each of 10 specified attributes of each teacher on a 10-point scale, for all teachers.
- Rating of composite attributes of each teacher on a 10-point scale, for all teachers.
- Highlights on the major strength and weakness of each teacher.

3. **Does the college have an inbuilt mechanism to check the work efficiency of the non-teaching staff?**

Yes ☑   No ☐

Give details.

The Subjects: The various classes of non-teaching staff of the college are as below.

Non-teaching staff

Class I	Class II	Class III	Class IV
Cashier-cum-Accountant	Librarians Technical Assistants Laboratory Assistants Senior Office Assistants	Office Assistants	Peons *Durwans* Ayahs Gardener
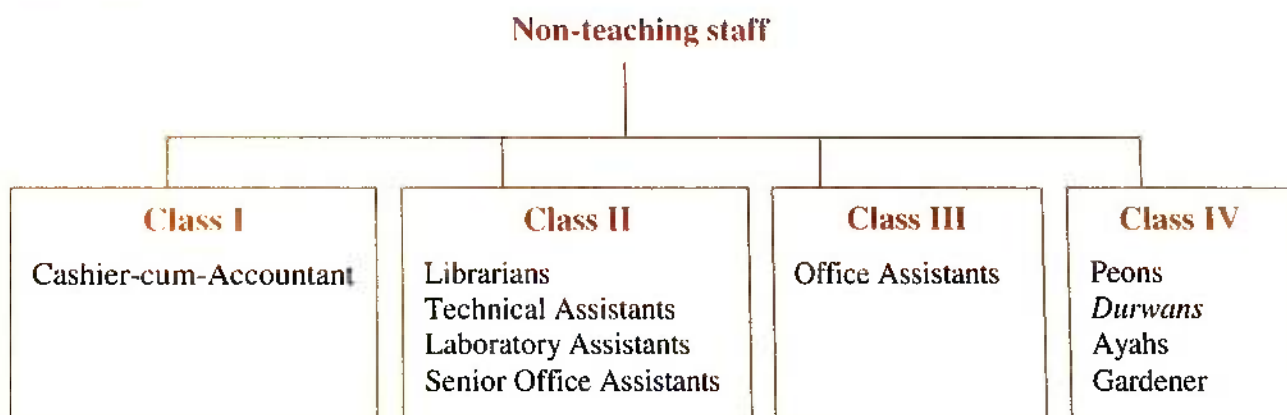
The System:

Work efficiency of this staff is checked internally through the following sub-processes as these personnel perform their activities.

Planning their activities → Facilitating the activities → Assigning specific tasks/ sub-tasks → Supervision during execution → Collaborating activities → Monitoring / Checking the progress → Adjusting (if required) → Evaluating final performance
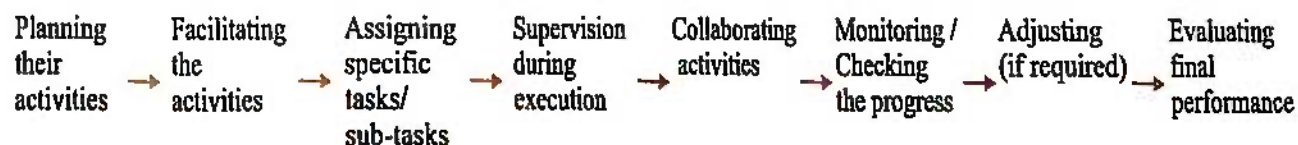
All the above sub-processes, and specially the final evaluation vis-à-vis the planning, reveal data on the attainment of ends (outputs) as against usage of resources (inputs) – the work efficiency.

The Managers:

Various persons in a hierarchical gradation check the work efficiency of the above staff, as shown below.

Cashier-cum-Accountant ⟶ ⟶

Librarians / Technical Assistant → Academic Council / Faculty Council ⟶

Laboratory Assistants → Subject teacher for laboratory classes → Academic Council / Faculty Council ⟶

Senior Office Assistants / Office Assistants ⟶

Peons and Ayahs with laboratory duties → Subject teacher for laboratory classes → Senior Office Assistant ⟶

Other Peons, Ayahs, Durwans and Gardener → Senior Office Assistant ⟶

Principal

Constituted Attorney of Sukriti Education Society

Key:

Non-teaching staff
Personnel checking Work Efficiency

4. **Is there a special committee for preparing the academic calendar?**

Yes ☑   **No** ☐

One of the functions of the Academic Councils / Faculty Council of the college (*Refer to Authorities/Committees for/of the college – Appendix V*) is preparation of the Academic Calendar at the beginning of each academic session.

The *Academic Council* of the Department of Home Science consists of, in addition to the Principal (as an ex-officio member), six teacher members. The *Academic Council* of the Department of Commerce currently consists of, in addition to the Principal (as an ex-officio member), three teacher members. This body is named as *Faculty Council* at the Department of Management, while otherwise serving the same functions, and consists of the Director (Education) as its Chairperson and all full-time departmental faculty members.

5. **During the last two years have all the decisions of the selection committee been approved by the governing body?**

Yes ☑   **No** ☐

If no, give reasons.

Not Applicable

6. **Does the college conduct professional development programmes for non-teaching staff?**

Yes ☑   **No** ☐

If yes, give details.

During 1995–1996, the college arranged for basic computer training for some of its then existing administrative staff. A qualified faculty member of the college conducted the programme.

7. **What is the current tuition and other fee structure in government supported and self-financing courses?**

Government supported – Not applicable since this is a private unaided college.

Sl. No.	Programme	Tuition	Library	Laboratory	Others	Hostel	Mess
–	–	–	–	–	–	–	–

Self-financing

All fees below are per academic session per student.

*(For details, refer to Prospectuses – **Enclosures I-A, I-B and I-C**)*

Department	Sl. No.	Programme	Tuition Fee (in Rs.)	Library Fee (in Rs.)	Laboratory & Computer Fees (in Rs.)	Other Fees (in Rs.)	Hostel Fee (in Rs.)	Mess Fee (in Rs.)
Home Science	1	B.Sc.	5,400/-	600/-	4,680/-	1,340/-*	N.A.	N.A.
	2	M.Sc.	5,400/-	600/-	4,680/-	1,340/-*	N.A.	N.A.
	3	B.Ed.	5,400/-	600/-	0	1,340/-*	N.A.	N.A.
Commerce	4	B.Com.	5,400/-	600/-	3,360/-	1,340/-*	N.A.	N.A.
Management	5	B.B.A.	30,000/-	0	0	11,500/-*	N.A.	N.A.

* 'Other Fees' includes Session Charges (Rs. 500/- per session), Games Fee (Rs. 100/- per session), Social Charges (Rs. 200/- per session), Examination Fee (Rs. 300/- per session), and Generator Maintenance Fee (Rs. 240/- per session).

* 'Other Fees' include Registration Fee (Rs. 5,000/- per session), Development Fees (Rs. 5,000/- per session), and Sixth SemesterProject Submission Fees (Rs. 1500/-).

Note – The Departments of Home Science and Commerce impose certain one-time charges also – an *Admission Fee* of Rs. 5,000/- and a *Security Deposit* of Rs.5000/- (Security deposit is Rs. 1,000/- for PG. programmes) per student for entry into a degree programme.

8. Have there been changes in the tuition and other fees during the last three years; give details.

Yes. There have been changes in the tuition and other fee structure of the Department of Home Science and Commerce. For the Department of Management only the 'Other Fees' have increased by Rs. 5,000/- in the session 2003 – 2004.

All fees below are per academic session per student. Changes in one-time charges, namely, Admission Fee and Security Deposit are shown in the last two columns.

Department of Home Science

Programme	Sl. No.	Session	Tuition Fee (in Rs.)	Library Fee (in Rs.)	Laboratory & Computer Fees (in Rs.)	Other Fees (in Rs.)	Total Fee (in Rs.)	One-time Charges	
								Admission Fee (in Rs.)	Security Deposit (in Rs.)
B.Sc., M.Sc. and B.Ed.	1	2001-2002	4,200/-	100/-	3,360/-	940/-	**8,600/-**	3,500/-	5,000/- (PG – 1,000/-)
	2	2002-2003	5,400/-	600/-	4,680/-	1,340/-	12,020/- (B.Ed. – 11,020/-)	5,000/-	5,000/- (PG – 1,000/-)
	3	2003-2004	5,400/-	600/-	4,680/-	1,340/-	12,020/- (B.Ed. – 11,020/-)	5,000/-	5,000/- (PG – 1,000/-)

Laboratory fee is not charged for B.Ed. programmes.

Department of Commerce

Programme	Sl. No.	Session	Tuition Fee (in Rs.)	Library Fee (in Rs.)	Laboratory & Computer Fees (in Rs.)	Other Fees (in Rs.)	Total Fee (in Rs.)	One-time Charges	
								Admission Fee (in Rs.)	Security Deposit (in Rs.)
B.Com.	1	2001-2002	4,200/-	100/-	2,400/-	940/-	**7,640/-**	3,500/-	5,000/-
	2	2002-2003	5,400/-	600/-	3,360/-	1,340/-	**10,700/-**	5,000/-	5,000/-
	3	2003-2004	5,400/-	600/-	3,360/-	1,340/-	**10,700/-**	5,000/-	5,000/-

9. **Furnish the amount spent under the various heads of expenditure last year.**

Figures below are for the financial year 2002-2003. (Refer to Appendices II, III and IX)

Head of Expenditure	Budget provided (in Rs.)	Amount actually spent (in Rs.)
Salary	98.83 lakhs	82.60 lakhs
Repairs	6.33 lakhs	8.48 lakhs
Electricity	3.00 lakhs	7.77 lakhs
Rates and Taxes	0.30 lakhs	0.21 lakhs
Staff Welfare	1.32 lakhs	1.25 lakhs
Books and Journals	5.70 lakhs	1.28 lakhs
Practical Class Expenditure	2.00 lakhs	2.25 lakhs
Miscellaneous Expenses	19.03 lakhs	26.07 lakhs
TOTAL	136.51 lakhs	129.91 lakhs

10. **During the last two years did the college have an excess/deficit budget?**

Yes ☑   No ☐

(Refer to Appendix IX)

	Plan Income/Expenditure		Non-Plan Income/Expenditure	
	Budget (in Rs.)	Actuals (in Rs.)	Budget (in Rs.)	Actuals (in Rs.)
For the Financial Year 2001-2002				
Total Income	78.69 lakhs	79.86 lakhs	N.A.	18.24 lakhs
Total Expenditure	93.67 lakhs	87.24 lakhs	N.A.	4.50 lakhs
Excess/Deficit	(–) 14.98 lakhs	(–) 7.38 lakhs	N.A.	(+) 13.74 lakhs
Net Excess/Deficit:	(+) 6.36 lakhs			
For the Financial Year 2002-2003				
Total Income	152.94 lakhs	158.99 lakhs	N.A.	20.31 lakhs
Total Expenditure	136.51 lakhs	129.91 lakhs	N.A.	5.23 lakhs
Excess/Deficit	(+) 16.43 lakhs	(+) 29.08 lakhs	N.A.	(+) 15.04 lakhs
Net Excess/Deficit:	(+) 44.12 lakhs			

11. Is there an internal audit mechanism?

Yes ☑   No ☐

The college, as an educational institution, broadly classifies its internal audit mechanisms under three heads:

❑ **Academic audit**

❑ **Administrative audit**

❑ **Financial audit**

Academic Audit

This is executed in three basic structures –

- Human Resource Audit
- Performance Audit
- Management Audit

Academic human resources are understood as human resources of the teaching faculty only. The Principal and Director (Education) conduct this audit to check and judge the fairness and propriety of expenses incurred by the college on such resource persons as against the services rendered by them.

Academic performance audit is conducted by the Principal and Director (Education) with support of the Academic Council /Faculty Council. The work performance of the teaching faculty as well as the students is evaluated. A teacher is evaluated on the basis of his/her sincerity, regularity, ongoing performance and results of his/her students, and students' feedback on the teacher. Every student's performance as evaluated and judged through class tests, tutorials/periodicals, and university examinations, is audited.

Academic management audit is performed by the Principal and Director (Education) at general staff (teachers) meetings to verify compliance with specific academic rules and regulations.

Administrative Audit

This is executed in three basic structures –

- Human Resource Audit
- Performance Audit (of teaching staff and students)
- Management Audit

The Principal and the Constituted Attorney of *Sukriti Education Society* (sponsoring body of the college) conduct the human resource audit of the administrative staff.

The Principal, who as Secretary of the college is the ultimate *Organisation Person*, checks and evaluates administrative performance of all such personnel. For such audit of Class IV administrative staff, a Senior Office Assistant supports her.

Administrative management audit is performed by the Principal with the help of Office Assistants; measures are suggested and undertaken to remedy deviation/s from the rules and regulations.

Financial Audit

This principally involves –

- Cash Transactions Audit
- Balance Sheet Audit
- System Audit

Cash Transactions Audit is done with a limited purpose of examining the cash receipts and payments by the Cashier-cum-Accountant on a day-to-day basis.

A qualified Chartered Accountant has been appointed as Internal Auditor of the college to conduct its Balance Sheet Audit. This involves verification of finance procedures, confirmation of assets/liabilities, and counter-check of profit/loss deductions for any financial year.

Financial System Audit verifies the soundness and lawfulness of the applied accounting practices, and checks the suitability of the principles of accounts management to the nature of the enterprise functioning. This is also done by the appointed Internal Auditor.

All the above-mentioned internal audit mechanisms help the management to check conformity of essential working procedures of the institute with established/expected/legal standards. These, while providing credibility, also ensure accuracy, effectiveness, efficiency, and increased system productivity at the colllege.

12. What are the various welfare programmes of the college? Give details.

The college has a welfare policy constructed around following principles –

- All students are to be provided with a learning environment that is safe and tolerant, while being stimulating enough to encourage the development of self-confidence.
- The staff and students should expect and be expected to work in an environment of discipline, order and cooperation.
- All members of the college community have a right to be treated with respect and fairness.
- The institute is aware of the non-academic needs of the students and hence recognises that their educational experience should have its academic components being well complemented by interrelated developmental opportunities as provided through co-curricular programmes and other student support services.
- The institution must provide its faculty with substantial and equitable opportunities for continued professional development throughout their careers.

- The institute must assist its students to resolve their educational problems and, where appropriate, also their personal, physical and social problems. The institute must focus on the 'whole person' and not just on a 'student'.

Structured around the above principles, the college has developed/incorporated the following welfare programmes/activities –

- Maintenance of health and hygiene of staff and students by:
  - Daily and thorough cleaning of the college premises
  - Keeping the lawn, garden and terrace litter free
  - Regular disinfecting of toilets and pantries
  - Prompt and regular garbage disposal from canteens, cooking laboratories
  - Correct disposal of biomedical waste from science laboratories
  - Use of pollution free gas burners in canteens, cooking laboratories and pantries
  - Provision of exhaust fans in all laboratories and some classrooms
  - Provision of water purifier on each floor
  - Proper positioning of dustbins around the campus
  - Regular pest control through fumigation

- The college provides the staff and students with relevant health awareness and education programmes. Access to professional health care, including psychological health care, is arranged for.

- The college canteen within the campus serves a variety of food at reasonable rates.

- The college provides adequate opportunities and facilities for recreational needs of its students and staff.

- Every year, a certain number of financially disadvantaged students are offered a total waiver of tuition fees.

- The college provides for grievance redressal of its staff and students through a fair and consistent administration.

- Full-time permanent teaching staff, office staff, technical staff and Class IV staff can avail of casual leave, medical leave, earned leave and maternity leave in accordance with the leave rules of the institute. Full time permanent teaching staff can also avail of study leave at the discretion of the management. Temporary teaching staff is provided with casual leave only.

- Permanent staff members can avail of loans/advances for medical/housing/wedding at the discretion of the management.

- Non-teaching staff avails of interest free advance payment during festivals.

- Non-teaching employees receive a special aid – Education Allowance – for their children.

- Each Class IV staff is additionally provided with:
  - Workplace uniforms along with shoes, socks and umbrella
  - Washing allowance

- Payment of premium for medical insurance policy
- Free housing facility on campus (for *durwans*)
- Leave Travel Allowance (LTA) and *ex-gratia* for *Durga Puja* festival

13. Is there a grievance redressal cell in the college?

Yes ☑   No ☐

If yes, how does it deal with grievances of the employees and others?

The college has separate grievance redressal systems for its staff members and students.

All grievances of the faculty members – academic, administrative and financial – are addressed fundamentally by the Principal / Director (Education). Grievances related to academics may sometimes be dealt with in conjunction with the Academic Council / Faculty Council. Grievances related to finance may involve consultations with the Constituted Attorney of *Sukriti Education Society*, with advice from the Human Resource Consultant when needed.

The Principal directly conducts grievance redressal of non-teaching staff – Class I, Class II and Class III – sometimes again with the help of the Constituted Attorney of *Sukriti Education Society* and advice from the Human Resource Consultant. Grievances of the Class IV staff are addressed by a Senior Office Assistant under the ultimate authority of the Principal / Director (Education).

Student's grievance redressal is usually directed through the Students Council. The teacher coordinators of the Council as well as its student member representatives address the issue and provide suitable relief at their level. If unsuccessful, the case is communicated to the Principal / Director (Education) for final redressal. Additionally, students' evaluation on campus experience was collected in August 2003 through the *'Students Programme Evaluation'* Questionnaire (Format No.4) selected from the *'Manual for Self-study for Affiliated Colleges'* by NAAC. The analyses of the data have revealed some general grievances *(Refer to Appendix IX)*. A report of the same has been submitted to the Principal who, in consultation with the faculty members, is currently addressing the issues.

14. List the various loan facilities available to the members of the teaching and the non-teaching staff of the college. What are the requirements and the eligibility criteria necessary to obtain loans that are available?

There is no established/formal scheme for giving loans to the college staff. However, a permanent staff can receive an advance equivalent to his/her one-month's salary at the discretion of the Constituted Attorney of *Sukriti Education Society*. For special cases, permanent staff can avail of loans/advances for medical/housing/wedding on approval by the management.

15. What is the procedure of the college to purchase major items?

Purchase procedure for major items has been explained concisely in the schematic model below.

Identification of need for purchase by user Person/Section/Department

↓

Drafting of proposal for purchase

↓

Obtaining approval for purchase from Principal / Director (Education)

↓

Obtaining budgetary allowance for purchase with finance/accounts concurrence
(If required, from Constituted Attorney of *Sukriti Education Society*)

↓

Inviting quotations from vendors
(Minimum – Three quotations)

↓

Analysis of quotations in terms of price, quality, delivery and terms of payment

↓

Negotiations with vendors

↓

Comparative analysis of three best offers

↓

Identification of **choice of best offer**

↓

Obtaining endorsement of choice from Principal / Director (Education) /
Constituted Attorney of *Sukriti Education Society*

↓

Placing of **Purchase Order**

↓

Receipt of product with **inspection** (and approval from user)

↓

Processing of Invoice for release of payment

↓

Release of payment

↓

Collection of Receipt of Payment

16. Any other highlights:

- Academic and administrative activities at the college naturally go hand-in-hand since its Principal (academic head) is also its Secretary (administrative head).

- The three departments of the college share some of its administrative staff, which promotes transparency and coordination among the departments. This also proves to be cost effective.

- The college has evolved landmark methods for optimal utilisation of its physical infrastructure and learning resources.

- Lectures of some part-time/visiting faculty members are distributed within various degree programmes and short term courses, which provides added coordination and cost effectiveness.

- The Academic Council / Faculty Council, though essentially academic committees, do work on an active administration-finance interface.

- The College organises interdisciplinary seminars, cultural programmes and recreational events with involvement of all its three departments; this encourages participation and increases coordination amongst the staff and students of the whole college.

- The college conducts its management by setting verifiable objectives and then working towards them. This eases its managerial efforts and facilitates effective evaluation.

- The three departments of the college have been provided with substantial autonomy for individual development.

- The problem of understaffing has never occurred at the college. Recruitment procedures are immediately initiated in the event of a staff vacancy.

- The college practices the staffing policy of 'promoting from within' whenever feasible.

- All constituencies at the institute are well oriented and socialised to its cardinal philosophy, values and beliefs, to achieve synergised behaviour and actions.

- Communication systems are a right mix of the formal and informal.

- Delegation is a regular feature at the college. Providing of required authority supports any distribution of responsibility.

- Performance appraisals of all its constituencies have been undertaken on a sincere note.

- Students' feedback on campus experience is used as vital information for improvements and developments in the management systems of the college.

- Appraisal of general academic performance of the college as a whole is done every year to monitor its generic growth.

- As an element of its ethics the college undertakes social responsibility for all its constituencies.

- All decision making considers the prevalent risk/uncertainty features of the situation. Setting up of any precedence is carefully weighed upon.

- On 28th July 2003, a television programme on 'Career Prospects' was aired on Television Channel *DD7*. This focussed on Smt. J. D. Birla Institute as a leading institution imparting higher education in Home Science, as also the career prospects in various Sections of this discipline.

Criterion VII: Healthy Practices

This criterion focuses on the innovative and unique practices of the institution that add to its academic ambience. Healthy practices vary from institution to institution.

This criteria ascertains, whether:

❑ *The institution displays sensitivity to changing educational, social and market demands.*

❑ *The institution is geared to promote an ambience of creativity and innovations.*

1. **Has the college adopted any mechanism/ process for internal quality checks?**

   Yes ☑   **No** ☐

   If yes, give details.

   The management of an academic institution, like any other organisation, requires constant 'changes' within the structure and purpose of the institution, designed as responses to changes in its environment. Hence, **quality management** practices call for regular **internal quality checks.**

   In defining its quality management, this college conducts quality checks of its 'whole' system as well as its specific component 'enablers' *(Refer to box below)* – students, faculty, staff, management, facilities and infrastructure – to determine if each of these satisfies its quality criteria.

   Basic Enablers for Quality in Education

   Enlightened Management
   Excellent Faculty
   Motivated Students

   Students IN → Quality Systems/Processes → Students OUT
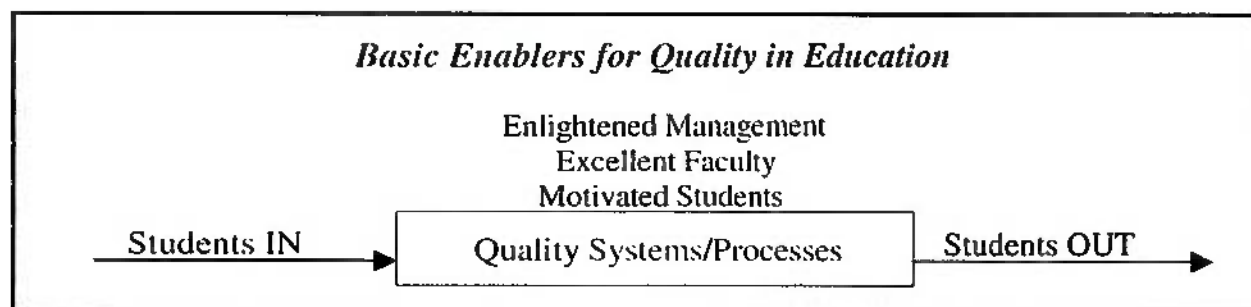
   Fine-tuned quality checks at the college can be studied vis-à-vis its essential 'enabling' systems/processes, as below.

   Various Processes within the College for Quality Checks

   Academic Processes   **Administrative Processes**   **Financial Processes**
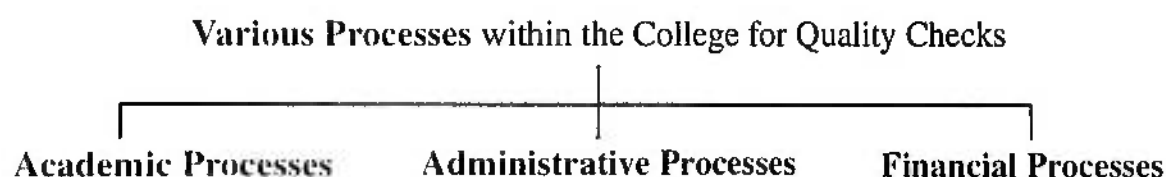
Each of these systems/processes and its sub-systems/sub-processes – with their corresponding internal quality checks – are exhibited through the following three schematic models.

Academic Processes

Student Admission

Personal Interview of Applicants by Principal / Director (Education) with special focus on Soft Skills and Attitude

Checks Compatibility of Applicants' Attributes with Desired Standards

Teaching-Learning

Teacher-Student Interface

Quality of Teaching

Checked by Principal over Period of Probation

Regularity of Teachers

Checked by Daily Records in Attendance Registers

Scheduling/Completion of Syllabi Teaching

Checked continuously against Records from previous years

Comprehensible and Interest-generating Teaching of Students

Checked through:
- Attendance Record of Students
- Responses from Students' Feedback on College Experience

Giving of Special attention to:
- Advanced Learners
- Educationally Disadvantaged Students
- Talented Students

Checked through:
- Response from Students Feedback
- Response to Bridge/ Remedial Courses
- Degree of Involvement in Activity Groups

Teacher-Teacher Interface

Ensuring Standards of:
- Topics for Seminars, projects and Dissertations
- Type of Equipment in Laboratories
- Curricula Design and Innovations therein
- Infrastructural Facilities

Checked through:
- Staff Meetings
- Academic/Faculty Council Meetings

Student Evaluation

Internal Assessment by:
- Assessment Records
- Tutorial/Periodical Examinations
- Level of Participation in Extra, Co-Curricular Activities

Checked through:
- Students' Performance in University Examinations
- Guardian Meet to discuss Low Attendance
- Students' Evaluation of Campus Experience
- Reports from Internship Placements
- Success of Students' Participation in Fests

Key:

Process/es

Internal Quality Check/s

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Administrative Processes

Teaching and Technical Staff Recruitment and Placement/Promotion

Checked through:
- Academic Records and Professional Experience
- Record of participation in Orientation and Refresher Courses
- Clearance of NET/SLET

Administrative Staff Recruitment and Career Advancement

Checked by:
- Central Recruitment Board
- Professional External Agency appointed by College

Administration of Student Admission

Basic Checks of records and systems

Keeping of General Discipline and Order

Checked by Students Council and Principal / Director (Education)

Upgrading of Physical Infrastructure

Checked by Senior Office Assistant along with Maintenance Cell

Key:

Process/es

Internal Quality Check/s

Financial Processes

Implementation of Budget Plans

Checked by:
- Systematic Revenue Generation and Expenditure Patterns by Principal
- Budget Control (and Revision) by Constituted Attorney of *Sukriti Education Society*

Implementation of Purchase Policies and Procedures

Checked by Cashier-cum-Accountant and Principal

Documentation of Accounts Records

Checked by Cashier-cum-Accountant

Entire Accounting Systems

Checked by Internal Auditor

2. **Is the College sensitised to latest managerial concepts such as strategic planning, team-work, decision making and computerisation?**

Yes ☑   No ☐

☐ **Sensitisation to strategic planning**

Strategic planning is seen by the college as the preparation of long-term plans, based on a vision of its standing in the future. The institution believes that its objectives can be effectively achieved if develops proper strategic architecture – a broad picture of the steps that it should take, the main competencies that it must develop, and the systems/techniques that need to be put into place. Various future scenarios are foreseen and developed, and logistics undertaken accordingly.

Effective strategic planning at the college is a correct mix of its three basic types –

- Applying **defensive strategy** to remain competitive in the future and to deal with future competitiveness

- Being **responsive** to opportunities

- Adopting behaviour that is **proactive or opportunity creating**

With this sensitisation some key strategic planning features of the college have been –

- Introduction of semester system as the temporal plan for all its departments, to keep the degree programmes at par with those at other institutions in the country and abroad. The system gives the students as well as the teachers an advantage of focussed attention on the limited applicable subjects/fields of a semester.

- Introduction of degree programmes:

    - The college has introduced M.Sc. degree programmes in the much-in-demand Sections of Home Science, namely, Composite Home Science, Human Development and Resource Management.

    - The highly popular Bachelor in Business Administration course within the Department of Management was launched in 2002 at the right time to meet with changing and increasing social and market demands.

    - M.Sc. degree programmes in Textiles & Clothing as well as in Food & Nutrition are to commence very shortly in the near future to meet up with the current market demands.

    All these programmes have and will provide students with opportunities to acquire required advanced qualifications and knowledge of these fields.

    This shall render the college as the only one in eastern India offering such a wide array of PG programmes in Home Science.

- Regular review and updating of curricula/syllabi to keep up with the changing times.

- Constant enhancements of students' career prospects by establishing improved links between the academia and industry. This is effectively executed by giving emphasis on practical orientation of the subject matter, organisation of field trips and internship programmes.

- The physical infrastructure of the college has also always been strategically planned. Additions/operations to its building and learning resources are made in advance, which has allowed easy incorporation of additional academic programmes *(Refer to Master Plan – Appendix I)*. Currently the Satellite Centre is being expanded on a large scale to include proposed programmes.

- At the beginning of each academic session, the Academic Calendars for the three departments are drawn up freshly with renewed perspectives and with a view towards efficient utilisation of the then available resources.

❑ **Sensitisation to team work**

Educational institutions, as **'man-making'** institutions, prepare students for a global community. This requires that students be made to work in groups/clusters, and that a suitable environment be provided within which team work is naturally accelerated. Team work is a **symbiotic process** that facilitates the attainment of group goals, while ensuring that every team member attains his/her individual goals too. The college is well sensitised to this concept of team work as is evident from its following features –

- The institution has *not* constructed any strict formal hierarchical system within the teaching faculty of the college; the teachers here always approach work as a team. This is easily perceived and gradually emulated by the students.

- For many programmes/activities, the teachers and students work together in teams, which increases the healthy and educating interactions that are much required by students. Several cultural, recreational and extra-curricular activities are held at an informal interface between teachers and students. The college has instituted over 20 numbers of committees/activity groups for its various academic and extra-curricular activities, which function with member representatives from the teaching faculty as well as students' bodies.

- Major events organised at the level of the institute – be they academic, para-academic or extra-curricular – are approached collectively with representatives from all Sections and all departments. Such events have always raised team spirits and created strong camaraderie amongst students. Some such recent events have been the interdisciplinary national seminar organised by the college in September 2003, the *Home Science Chapter* of the *Indian Science Congress* being hosted by the college in 1995, and several other functions held regularly throughout the year, every year.

- Students of most departments participate in field trips and excursions. Any field trip is a lesson in fostering team spirit as the journey itself, the detailed study of the location travelled to, as well as the report of the study – are all made possible with perfect coordination of all team members of the student group.

- The practical *Residential Management Training* of the RM Section, in which small groups of students reside together for about a fortnight, is especially conducive to orienting students towards team work.

❑ **Sensitisation to decision making**

Management is essentially a process of continuous decision making. Correct and timely decisions ensure productivity; yet ever-increasing situational complexities and dynamic environmental factors call for ever-increasing sensitisation to decision making. The college has shown such responses in –

- The leadership style of the Principal / Director (Education) of the institution is not autocratic; instead it is a fine blend of democratic controls with free-rein leadership – a system which, when permissible, allows easy and free exchange of information and opinion.

- The institute emphasises on collective decision making wherever possible. Significant academic decisions are taken by the Principal/Director (Education) in consultation with the Academic Council / Faculty Council. All efforts are made to see that a consensus is arrived at before closing upon any decision. Decisions are often also taken at general staff meetings.

- That all decisions are to be compatible with the basic philosophy of the college is an established policy, and is known clearly by all and implemented within every decision.

- Enthusiasm and commitment of concerned persons are important inputs to growth; however these carry an innate possibility of ignoring the resource allocation constraints, if any. The Principal has always insisted upon that any decision must focus upon its cost implications as also the opportunity cost of such decisions.

- The institution has always looked at both the positive and negative side effects of any decision, which is why it has grown and diversified gradually but steadily.

- Every decision maker takes absolute responsibility for his/her decision, and hence benefits from its results.

❑ **Sensitisation to computerisation**

Computerisation is considered to be a significant contributing factor in the institute's growth – management of its resources, development of staff, and education of its students. Accordingly, the college has incorporated the following –

- The well-equipped computer centres of the college are strengthened with Local Area Network (LAN) and Internet connectivity, which provide students and staff with access to required relevant information, as required for their academic pursuits and self-development.

- Students are encouraged to put together audio, video, text, graphics and animation to bring forward 'motivating presentations' in their demonstrations and seminars. This additionally proves to be time saving and cost effective too.

- Computer Aided Design (CAD) has been introduced as a topic in the RM Section of UG Home Science programme, and shall also be introduced as a subject in the near future in the M.Sc. in Resource Management degree programme.

- Computerisation of basic facilities in the college library increases library productivity and acts as a strong student support system.

- The college uses an effective computer software package – *Student Administration System* – to take care of admission procedures, recording of marks, examination procedures and attendance records. This system also generates data on students' attendance that can be used for

taking disciplinary action against students whose attendance stands below the requisite level. Other significant information regarding students is also generated through this software.

3. **Does the college have**

   ☐ **Twinning Programmes** ☑

   ☐ **Student Exchange Programmes** ☑

   ☐ **MoUs with**
   - **Industries** ☐
   - **Research organisations** ☐

The Twinning Programme and Student Exchange Programme of the college are as below –

The **Northumbria University (Newcastle, U.K.)** has conducted a comprehensive assessment of our programme as per the criteria laid down by the British Quality Assurance Scheme, and signed up an agreement with us.

The agreement assures:

- Horizontal mobility to our students in their management programmes.
- **Student exchange facility** and faculty exchange programmes with them.
- A full-fledged **twinning programme** with us that allows advanced entry of appropriately qualified students from Smt. J. D. Birla Institute into Northumbria University. As a result any student admitted to our B.B.A. programme is qualified to take admission in their university on a year-to-year basis at UG and level, and is eligible for admission into their PG programmes.

4. **What are the national / international linkages established by the college for training and research?**

Certain linkages established with national/international institutions for training and research are –

☐ **National Training links:**
- The HD Section of the Department of Home Science has teaching/training links with *MON* (a facility for mental health) at Koikhali (off Kolkata), under which the students of this college are trained in personal counselling.
- The TC Section of the Department of Home Science has teaching links with the *Institute of Jute Technology (IJT)*, Kolkata, under which our students are trained in fibre, yarn, fabric and colour testing.

☐ **National Research links:**
- With the *National Institute of Research on Jute & Allied Fibre Technology (NIRJAFT)*, Kolkata since 1997-1998. This collaborative effort has resulted in the publication of a research paper.

- With *Institute of Jute Technology (IJT)*, Kolkata since 1999, wherein:
  - Three postgraduate students from the CH Section have successfully completed their dissertations with the help of *IJT*.
  - Since 1999, several experimental works for the CH and TC Sections have been conducted at *IJT*'s state-of-the-art laboratories.
  - One full-time permanent faculty member is involved in active collaborative research with *IJT* since 2000.

- **International Research links:**

  - The *Northumbria University (Newcastle, U.K.)* after conducting comprehensive assessments of our programme *(Refer to previous answer)* has signed a **Memorandum of Undestanding (MoU)** with this college. This assures –
    - A full-fledged twinning programme
    - Horizontal mobility to our students in their management programmes
    - Student exchange facility
    - Faculty exchange programmes
    - Cooperation in a broad range of areas to work together for mutual benefit
    - Encouragement and development of various collaborative activities, including exchange of scholarly ideas/expertise
    - Support of specific discipline interaction
    - Programme development

5. **How does the college strengthen the regular academic programmes through other complementary systems like self-financing courses, non formal mode and distance education?**

   - The institute is a private unaided college and hence all its regular academic programmes are **self-financing**. It offers its UG, PG and Ph.D. programmes with affiliation to Jadavpur University, degrees for which are awarded by the affiliating university *(Refer to Answer No. 2 of Criterion II)*. In addition to these, the college conducts various other self-financing courses in the form of **short term courses**, certificates for which are awarded by the college itself.

   These complement the purposes of the college as follows –

   - Several students who are unable, for some reason, to enroll in degree programmes, find these short term courses suitable.

   - These short term courses require resources – academic and teaching – that are similar to the ones used by the degree programmes. This makes it feasible to give a holistic perspective to the student academics at the college.

   - Students of the Department of Home Science attend exhibitions/displays/demonstrations put forward within the short term courses such as *Artistic Craft* and *Montessori Training*, which complements their learning.

- These self-financing courses contribute to optimal utilisation of the physical infrastructure at the college.

- The short term courses also definitely increase the revenue generation by the college.

□ The regular academic programmes are strengthened through **non formal mode** methods by –

- Inviting experts in the field of academics and/or industry as guest faculty to the college for delivering lectures in all departments.

- Conducting workshops with industry and field trips / excursions, in and outside the city, to sensitise the students towards practical orientations of real-life situations and changing market demands.

□ The college has so far not introduced any **distance education** programmes.

6. What are the practices of the college to impart value based education?

The information and concepts provided by any structured system of education need to be rooted within strong value systems – which is the **cardinal purpose of education**. The college has adopted several measures to increase the desirable value orientations of its students, and to make them into educated and good human beings –

- Every college day begins with a morning assembly wherein all students gather together to sing a prayer to the Divine. A 'Thought for the Day' is also read out to be reflected upon by all.

- The Principal and faculty members constantly encourage the merits of steadfast punctuality among students, as they themselves practice the same.

- Values such as honesty and integrity, so essential for the developing mind, are especially focussed upon. The merits of practicing these values are reinforced. However, any student found adopting unfair practices during examinations, fabrication of reports and presentations, plagiarism (copying from published works), as well as any student who aids/supports such dishonesty, is made to face negative consequences that could range from minor punishments, failing grades in the subject/batch, on to even permanent expulsion from the programme. This trains the students to conduct themselves in a worthy and dignified manner while maintaining high ethical standards.

- Hard work, commitment and excellence are values that are the order of the day. These are extolled upon and appreciated when recognised.

- A good life can be built within a body that is healthy and comfortable. The college provides clean, sanitised and aesthetic physical environs that support the physical health of its occupants.

- A creative mind needs to be founded on the essential appreciation of the value of art and beauty. All UG students of Home Science study a mandatory paper on *Art in Everyday Life*.

- All work and no play dull the students' minds. The extra-curricular activities at the college help inculcate the essential value of play.

- Love in all its ramifications – friendship, generic love and ideal love – are inculcated within the healthy social atmosphere of the college.

Keeping the above in mind, the college recently undertook three specific activities for the holistic value development of its stakeholders. These are –

- Students and staff attended an introductory talk on 'Value Education and Meditation' conducted by a senior faculty member in July 2003.

- An *'Art of Living'* course was organised in August 2003 for the students, designed to train them in stress relieving methods, practicing *yogasanas*, taking responsibilities, and adopting positive attitudes for everlasting happiness.

- The *'Chinmaya Mission'* conducted a talk-cum-interactive session on 'Handling Emotions' during August 2003 for the staff and students of the college.

7. How does the college inculcate civic responsibilities among the students?

A good human being is not just one who has a developed self; he/she also maintains that his/her being is of and for the society. Before claiming for civic rights, such a person addresses personal civic duties and responsibilities. The college inculcates these responsibilities among its students by developing within them a desire and leaning towards social and cultural sensitivity, ethical norms, care and compassion for the underprivileged and protection of the environment.

- All UG students in the Department of Home Science study the foundation paper on *Psychology*, which helps them to understand the basic human mental structure and aspirations. Study of *Sociology* gives a social perspective to students' concepts. The paper on *Cultural Heritage of India* as taught in the UG programme in Home Science teaches students to behold and appreciate the beauty in cultural diversity, and hence the value of national preservation.

- Students of the RM Section study *Fuel and Energy Management* that provides information on preservation of scarce national fuel resources. UG students in the Departments of Home Science, Commerce and Management are all required to do mandatory study on the various aspects of *Ecology and Environment* – is a powerful tool in creating awareness about the need of a clean, green and pollution-free environment; as also in policy deliberations upon the practice of sustainable development programmes.

- The extension service activities *(Refer to Criterion III earlier)* endorse citizenship roles within students through neighbourhood services. The National Service Scheme (NSS) adds on by orienting them towards macro level extension work aimed at national integration.

8. What are the efforts of the college towards all-round personality development of the learners?

One's individual personality is one's quality of being a 'person' and not a 'thing'. This personality is truly the all-encompassing physical, intellectual and emotional structure of a person, which decides one's success in life. The college works towards this end by –

- The present curricula/syllabi include seminars, projects and other presentations at various levels, which help students to discover themselves, as also to verbalise their views and opinions before others.

- Various group activities within the academics help generate improved interpersonal and communication skills.

- The practical classes orient students towards skilled conative behaviour and working along with commitment towards excellence.

- Active participation in extension work provides the students' minds with widened perspectives and developed perception of the self vis-à-vis the society.

- Extra-curricular activities – dance, drama, music, debates, public speaking, quiz and sports – as organised throughout the year with students' dedicated participation, are powerful tools in developing their all-round personality.

- Personal grooming, etiquette and social presentation are stressed upon in informal interactions with learners.

9. **How is the college geared to achieve its specific goals and objectives?**

The college gears up to achieve its specific objectives *(For a detailed list of the college objectives, refer to Answer No. 3 in Profile)* by ensuring the design and maintenance of its following features –

❏ **Essential activities**

- Curricular activities
- Co-curricular activities
- Extra-curricular activities

❏ **The environment for the above activities**

- Intellectual environment
- Social environment
- Physical environment

❏ **Essential activities**

- Curricular activities

The curricula of the degree programmes reflect a balanced mix of theoretical and practical classes – This helps in the acquisition of knowledge and skills.

Focus is laid upon projects and research – This contributes to the students' advancements into higher education and research.

The teaching-learning methodologies are a healthy mix of teacher-dependent learning and teacher-independent learning – This contributes to students' pursuit of academic excellence.

Within a structured system, teachers undertake regular monitoring and checking of students' progress in learning; along with individual differences are identified and dealt with – This contributes proactively towards attainment of individual and group goals.

The college is sensitised to the needs of the community as is reflected in the active college-extension interface – This aids students' advancements into extension activities and provides exposure to diverse socio-cultural settings.

College-industry interactions by the college – These contribute in the professional and vocational placements of students for their career design and development.

- Co-curricular activities

Field trips and excursions are regularly organised by the college – These aid students to work towards individual and group goals, and also establish balance of freedom and discipline.

Seminars and exhibitions are organised by the college – These draw students towards self-reliance.

- Extra-curricular activities

Several cultural, recreational and personal developmental programmes are organised – These provide an integrated setting of diverse socio-cultural members, and also bring in balance within the body, mind and spirit.

❑ **The environment for the above activities**

All the above activities are performed by the college within an environment that is structured, controlled and evaluated. The intellectual environment with its thought processes and systems; the social environment with its people, their roles, their behaviour and the interpersonal interactions; and the physical environment that provides the spatial context to the above – all contribute cohesively as catalysts and supports to the college activities.

By performing the above activities within a suitable environment, the college ensures holistic development of its stakeholders, which is its ultimate mission.

10. **What are the efforts of the college to bring in "community orientation" in its activities?**

Any society grows when its people understand that they are a part of a 'community'– that they are group of people living together and sharing something in common. 'Community orientation' in its highest form is believed to be the concept of a 'world community'. The fundamental efforts of the college to bring in, establish and reinforce this community orientation are done through the following activities –

- Within the syllabus of *Community Health and Nutrition*, students prepare visual aids such as posters, charts and flash cards to create awareness about different diseases in rural areas.

- As part of UG and PG programmes, students of HD, FN and CH Sections prepare visual aids to encourage environmental conservation practices among urban and semi-urban communities.

- Students in the HD, FN and CH Sections of UG Final year in Home Science are trained in preparation of supplementary feeds for children of different age groups. The use of these nutritionally planned feeds is demonstrated and encouraged at various organisations such as *CINI, CINI ASHA* and *Rainbow School*.

- Students of the FN Section make detail survey of malnourishment in children at *CINI* and suggest remedial measures, which is one of the aspects of the UG paper on *Child Health and Nutrition*. Mothers of these children are given scientific advice on antenatal care.

- Educational and vocational development of underprivileged children is promoted through the study of *Child Welfare.*

- Awareness about women's rights, personal laws and welfare schemes for grieved women is imparted within the subject of *Women's Studies and Population Education.*

- Education of street children and child labourers are taken in collaboration with NGOs such as *SOS Villages of India* and *CINI ASHA*, and through the *Sevika* project.

- The national level NSS programmes, of which the college is a part, help students to involve themselves in maternal and child health awareness, environmental rehabilitation and regional and national integration.

(For details on the above, refer to Answer No. 12 in Criterion III)

11. Indicate the efforts to promote general / transferable skills among the students such as –

Development of human and intellectual capital in any educational institution has to be designed to develop technical skills along with soft skills.

The college addresses this developmental need as follows –

a. Capacity to learn

- The students are constantly energised to work on their own steam and to do so by applying their inherent creativity into innovative applications. Herein, the teacher just takes on the role of a facilitator of the creative process without imposing his/her personal concepts. This is particularly possible in the practical classes as well as in the execution of projects, seminars and dissertations.

- Learning is an ongoing process, and for all. With this belief the teachers provide additional support and encouragement to increase the learning capacity of educationally disadvantaged students. On the other hand, advanced learners are not expected to rest of their laurels; they are instead provided with advanced learning challenges.

- Teacher-independent learning systems such as projects, seminars and other presentations naturally direct students into self-motivated learning.

- Well-designed learning resources in the form of structured libraries and computer centres provide support to the learning process and accelerate it.

- Learning is an all-inclusive system that is total of several sub-processes; in the context of which it can be safely stated that the extra-curricular activities undertaken by the students raise their capacity to learn by providing them with wider and interrelated views.

b. Communication skills

The concept of a 'Global Community' has really been possible with advancements in communication systems and styles. To be perceived and understood, communication must be scientifically designed to be clear, crisp, concise, coherent and of course meaningful, which the college works towards by –

- Interactive sessions in theory classes that provide basic improvement to students' communication skills.

- Emphasis on articulation, intonation, body posture and nonverbal communication is provided for quality is the students' seminar presentations.

- Written projects and paper presentations provide impetus to reading and writing skills; question-and-answer sessions during regular classes and seminars improve listening and speaking skills.

- The use of electronic media with advanced presentation software (as is available at the computer centers of the college) provides heightened clarity and character to audio-visual communication tools.

- All the three departments of the college require each student to do a mandatory study a paper on *Communication Skills / Business Communication*, which provides scientific learning to improved communication skills.

- The *Residential Management Training* paper of the FRM Section naturally trains the 'residents' (students) in acquiring intra-group and inter-group communication skills.

- Internship programmes undertaken by all students of the degree programmes provide initial exposure to corporate and business communication methods and styles – a powerful support for their future careers.

- Debates, elocutions and public speaking competitions held under the aegis of the extra-curricular activities group of the college provide confidence in personal communication skills to the participants; the audience also learns along.

c. Numerical skills

Razor sharp thinking and deductions are often possible due to sharp and speedy numerical skills, which the college encourages through –

- All UG and PG students study the foundation paper on *Economics & Statistics* in the Department of Home Science.

  UG programmes of the Department of Commerce have compulsory papers on *Business Mathematics* and *Statistics*.

  The B.B.A. programme of the Department of Management gives added emphasis to promotion of students' numerical skills through the incorporation of paper such as *Business Mathematics, Business Statistics, Quantitative Techniques in Management*, and others within its three-year curricula.

- Students are encouraged to take up, where possible, quantitative studies of their chosen topic for their dissertations and projects.

d. Use of information technology

The use of this globally advanced concept is encouraged by the college as –

- The students in strengthening the content of their presentations – seminars, projects and dissertations, apply the hardware and software facilities at the computer centres. The forms of these presentations are also stylised through the use of information technology.
- PG students in Home Science use software packages for statistical data analyses in research.
- Complete Internet connectivity at the computer centers, as available to staff and students of the college, provides access to giant database systems of information for further application.

e. Work as a part of a team and independently

Diverse work structures call for individual as well as teaming activities, which the college teaches through –

- Laboratory experiments, seminars, projects, dissertation and other presentations that require students to work as individual learners; as well as activities such as group discussions, field trips, _Residential Management Training_ programmes, college-level seminars and exhibitions that train students in working as team members.

12. Any other college specific innovations, which have contributed to its growth.

The fundamental innovations made by the college are, at a **macro level**, the addition of newer departments of study, along with required additions in the programmes of study. All such academic innovations have been the hallmarks of the institute's continuous and steady growth. The detailed evolution of the academia within the college has been detailed in the Master Plan _(Appendix I)._

These innovations and achievements have no doubt been possible with corresponding and correlating innovations in the planning of its finances and physical infrastructure. This triumvirate relationship between academic, infrastructure and financial innovations are detailed in the Master Plan. The Master Plan also states plans for the near future, the dynamics of which are designed keeping in view the changing scenarios in the field of education.

At the **micro level**, the larger innovations had to be constantly supported and rendered complete (at any given point of time in the evolution of the college) through innovations such as improvement of teaching methodology _(Refer Answer No. 21 of Criterion II)_, establishing academia-industry interactions, organising seminars and workshops, conducting innovative co-curricular activities such as field trips and excursion; along with gradual and continuous improvements in extra-curricular activities – all directed towards continuous and holistic innovations for the growth and development of the college.

All this has contributed a strong and healthy goodwill to the institute's reputation as a premier institute in Eastern India; an image that it continuously strives to further build upon.

III. Inputs from the Departments

A. *Department of HOME SCIENCE*

1. **Name and address of the department:**   Department of Home Science
   Smt. J. D. Birla Institute
   11, Lower Rawdon Street
   Kolkata 700 020
   WEST BENGAL

2. **Telephone number/s:**   (033) 2476 7340
   (033) 2475 5070
   (033) 2454 3243 (Telefax)

3. **Date of establishment of the department:**   26th July 1963

4. **Built-up area of the department in sq. m.:**   4408 sq.m. *(Refer to Master Plan – Appendix I)*

5. **List the different programmes (Level of Study = Certificate/Diploma/UG/PG Diploma/PG/ M.Phil./Ph.D./etc. or equivalent) offered by the department, together with the details required below:**

   The degrees for the programmes below are awarded by Jadavpur University.

<table>
<tr><th colspan="4">Programme</th><th>Level of study</th><th>Cut-off marks at entry level (in %)</th><th>Student Strength * (As on September 30, 2003)</th></tr>
<tr><td rowspan="6">DEGREE COURSES</td><td>1</td><td>B.Sc.</td><td>Bachelor of Science (Honours) in Home Science</td><td>UG</td><td>45</td><td>336</td></tr>
<tr><td>2</td><td>M.Sc.</td><td>Master of Science in Composite Home Science</td><td>PG</td><td>50</td><td>19</td></tr>
<tr><td>3</td><td>M.Sc.</td><td>Master of Science in Family Resource Management</td><td>PG</td><td>50</td><td>5</td></tr>
<tr><td>4</td><td>M.Sc.</td><td>Master of Science in Human Development</td><td>PG</td><td>50</td><td>22</td></tr>
<tr><td>5</td><td>B.Ed.</td><td>Bachelor of Education in Home Science</td><td>PG</td><td>50</td><td>18</td></tr>
<tr><td>6</td><td>Ph.D.</td><td>Doctorate in Home Science</td><td>Ph.D.</td><td>*Subject to approval by the Ph.D. Committee*</td><td>2</td></tr>
</table>

   * *The available seats for the above programmes at the entry year, from Serial Nos.1 to 5, are 150, 10, 10, 10 and 20 respectively.*

The college itself awards the certificates for the Short Term Courses below.

	Programme	Level of study	Cut-off marks at entry level (in %)	Student Strength [*]
SHORT TERM COURSES 1	Montessori Training *(11 Months)*	Certificate	◆	34 *(Since July 2003)*
2	Artistic Crafts *(10 Months)*	Certificate	O	25 *(Since July 2003)*
3	Home Science Certificate – Part I *(8 Months)*	Certificate	O	94 *(Since July 2003)*
4	Home Science Certificate – Part II *(8 Months)*	Certificate	O	0 *(Since July 2003)*
5	Finishing School *(6 weeks Summer Course)*	Certificate	O	113 *(In May 2003)*
6	Complete Cookery/Creative Cookery *(4 weeks Summer Course)*	Certificate	O	26 *(In June 2003)*
7	Specialized Craft *(2 weeks Summer Course)*	Certificate	O	11 *(In May 2003)*

◆ *Basic Eligibility – Candidate should have passed the Higher Secondary Board Examinations after Std. XII.*

O *Basic Eligibility – Candidate should have passed the Secondary Board Examinations after Std. X.*

✗ *These programmes are commenced only when the minimum of 10 seats per batch are filled up.*

6. **Number of teaching, technical and administrative staff of the department:**

	Male	Female	Total
Total no. of teachers [✗ ●]	3	34	37
Teachers with Ph.D. or equivalent as the highest qualification	1	5	6
Teachers with PG or equivalent as the highest qualification	2	25	27
Teachers with other specific eligible qualification (specify) ◆	0	4	4
Technical staff □	0	6	6
Administrative staff *	4	1	5

✗ *Detailed listing in Answer No.15 (a) later here in this section.*

- *The data in the table is for the teaching staff of the degree programmes only. The Department also has 15 teaching staff members for conducting Short Term Courses.*

- *Special eligible qualifications:*

  M.B.B.S. – 1 teacher

  B.Arch. – 1 teacher

  Diploma (Fine) – 1 teacher

  B.Sc.(Hons.) in Home Science (FN) – 1 teacher

□ *The Technical Staff includes:*

  Head Librarian (Shared with Department of Commerce) – 1 no.

  Assistant Librarians (Shared with Department of Commerce) – 2 nos.

  Science Laboratory Assistants – 2 nos.

  Computer Coordinator cum Technical Assistant – 1 no.

* *The Administrative Staff includes:*

  Cashier-cum-Accountant – 1 no. (Shared with other two departments)

  Senior Office Assistants – 2 nos. (Shared with Department of Commerce)

  Office Assistants – 2 nos. (One person shared with Department of Management)

Graphical representation – Teaching, Technical and Administrative Staff of the Department

7. **Does the department have academic, administrative and financial autonomy?**

	Yes	No
Academic matters	☑	☐
Administrative matters	☐	☑
Financial matters	☐	☑

If yes, what extent?

❑ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ACADEMIC MATTERS**:

Key –
◆ *Partial Autonomy*
◆ *Full Autonomy*
◆ *No Autonomy*

- ◆ **Design/Review/Restructuring of curricula and related syllabi** (*Undertaken by the Department and subject to final approval by the Affiliating University*).
- ◆ Processing of Annual Logistics for the **Academic Calendar**.
- ◆ Design of the **Lecture Plans** for each subject by the subject teacher.
- ◆ Conducting theory and practical **lectures**, including computer classes.
- ◆ Organizing and executing **Projects/Dissertations/Seminars/ Symposia/ Workshops/ Field Trips/Internship Programmes**.
- ◆ **Regular Class Assessments** to monitor students' performance, and ongoing checking-cum-adjusting of Teaching-Learning Systems for effective control.
- ◆ **Internal Assessment of students' performance** through Formal Tests – Periodical Examinations / Class Tests.
- ◆ Distribution of students into different sections (areas of specialisation) in the final year of the undergraduate degree programmes.
- ◆ Scheduling of **University Examinations**.
- ◆ Appointment of **Paper Setters and Examiners** for University Examinations.
- ◆ Conducting **University Examinations**.
- ◆ Awarding of **Degrees** and **Mark Sheets**.

(The above details are for degree programmes only. The Department has full academic autonomy for its Short Term Courses.)

- BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ADMINISTRATIVE MATTERS**:

  The Department has **no administrative autonomy.** All such decision making activities are undertaken by the Honorary Secretary of this College (who also holds the post of the Principal), along with its Governing Body.

- BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **FINANCIAL MATTERS**:

  The Department has **no financial autonomy.** All such decisions are taken by the Principal of the College in consultation with the Constituted Attorney of the *'Sukriti Education Society'*, which is the sponsoring body of the College.

8. **Number of students in the department during the current year:**

As on September 30, 2003

	Female	Male [x]	Total
Students from the same state where the college is located	396	N.A.	396
Students from other states of India	27	N.A.	27
NRI students	0	N.A.	0
Other overseas students	0	N.A.	0
Grand Total	423	N.A.	423[♦]

[x]   *This is an all-female students' Department.*

[♦]   *This does not include the students of Short Term Courses.*

9. **Is there a method of assessing the students' academic standing in order to provide enrichment and/or remedial courses?**

Yes ☑   No ☐

ASSESSMENT

Assessment of the academic standing of students in degree programmes is done through varied processes and at various stages. These are –

Basic Processes:

❏ Assessment of applicants for all degree courses during **interviews** for admission by the Principal along with (for postgraduate programmes only) a senior faculty member.

❏ Assessment of applicants for postgraduate degree courses before admission through **Entrance Tests.**

❏ **'Regular Class Assessment'** of students by the subject teacher during **Interactive Sessions – Group Discussions and Question-and-Answer Sessions** (primarily for theoretical subjects) as well as through study of **students' application of skills** (primarily in practical classes).

❏ **'Informal Assessment'** made by some subject teachers.

❏ Preparation of students' **'Initial Assessment'** by the subject teacher within a month of the commencement of classes in each session/semester. Each report is arrived at through a combined system of 'Regular Class Assessment' and **'Informal Assessments'.**

Advanced Processes:

❏ Assessment of a student's knowledge and skills through **Projects/Presentations** of **Seminars/Term Papers/any combination** of these.

❏ Consolidated assessment of students' learning through:
  ◆ Periodical Examinations (applicable in the Annual system) / Class Tests for Continuous Evaluation (applicable in the Semester system).
  ◆ Annual/Semester University Examinations.

APPLICATION OF ASSESSMENT

All the above assessment processes act as bases for –

❏ Identification of students' academic strengths and/or weaknesses, and
❏ Establishing the need for special courses.

Wherein, the data from the Basic Processes (above) is primarily used / may be used to effectuate enrichment/remedial/bridge courses[*] within its 'current' session/semester; and the data from the two Advanced Processes (above) is primarily used / may be used to effectuate enrichment/remedial/bridge courses within its 'following' session/semester.

The required special courses are then organised. Information from assessment processes is further used may be used to sensitise, motivate and direct the 'special' students into them.

[*] *The Department has as yet introduced remedial and bridge courses only. The enrichment courses shall be brought in from the coming session/semester, as and when the need arises.*

10. Furnish the following details (in figures):

❑ Books in the department library:		6925
❑ Journals/periodicals subscribed by the department:		8
❑ Computers in the department:		24
❑ Research projects completed during the last three years and their total outlay:		None, N.A.
❑ Ongoing research projects:		None
❑ Teachers who have attended national/international seminars during the last two years:		25
❑ Teachers who have been resource persons at workshops/seminars during the last two years:		8

11. Details of the last two batches of students:

	BATCH: CLASS OF 2002				BATCH: CLASS OF 2003			
	UG	PG		Total	UG	PG		Total
	Entry Year-1999	M.Sc. Entry Year-2000	B.Ed Entry Year-2001		Entry Year-2000	M.Sc. Entry Year-2001	B.Ed Entry Year-2002	
Admitted to the programme (entry year)	155	13	17	185	152	21	21	194
Drop-outs	56	1	1	58	48	4	1	53
Appeared for the final year exam	99	12	16	127	104	16	20	141
Passed in the final exam	96	11	16	123	102	14	20	137
Passed in first class	64	7	9	80	57	7	8	72
University ranks, if any	1	2	1	4	1	3	1	5

12. What is the sanctioned teaching staff strength and the present position?

Sanctioned:

Full-time Teaching staff – 18

Part-time Teaching staff – None [*]

Filled:

Full-time Teaching staff – 18 (of which three staff members are on contract)

Part-time Teaching staff – 19 (of which three are Visiting Faculty members)

> [*] *Number of Part-time posts are not fixed and 'sanctioned' per se. As and when the requirement of part-time faculty arises, the Governing Body creates the post/s.*

13. How often were national/international seminars, workshops etc. organized at the department?

The department has so far organised the following seminars.

- ❑ On 12th September 2003, this department in association with the Departments of Commerce and Management (of the institute) organised a national interdisciplinary seminar.

    Theme of the seminar: 'Green Consumption'

- ❑ Activities for another national seminar, organised by the Family Resource Management Section scheduled for 28th February 2004, are currently in progress.

    Theme of the seminar: 'Emerging Housing Sector: Awareness & Career Opportunities'

At a meeting held in February 2003, it was decided that then thereafter –

"Each of the five 'Sections' (area of specialisations) of the Department may organise one annual seminar, of which at least one could be a national seminar.
[The five Sections are Composite Home Science (CH), Human Development (HD), Food & Nutrition (FN), Resource Management (R.M) and Textiles & Clothing (TC).]

In addition, an annual (at least) seminar, having its thematic base within the department's Subsidiary Subject areas should also be organised.

Interdisciplinary/multidisciplinary seminars, especially as consolidated academic activities of the three Departments of the Institute, should be focused upon. These could also be collaborative efforts with other institutions – educational and others."

14. Are there any international or national links/collaborations for teaching, research or both?

Yes ☑   No ☐

- **Teaching links:**

  The Department has entered into the following teaching links:

  - The HD Section of the Department of Home Science has teaching links with *MON* (a facility for mental health) at Koikhali (off Kolkata).

  - The Department has teaching links with the ***Institute of Jute Technology*** (IJT), 35 Ballygunge Circular Road, Kolkata since 1999.

- **Research collaborations:**

  The Department has entered into the following research collaborations:

  - With the ***National Institute of Research on Jute & Allied Fibre Technology*** (NIRJAFT), 12 Regent Park, Kolkata since 1997-1998.

    This collaborative effort has resulted in the publication of a research paper titled *'Pulping Characteristics of Handmade Paper made from Jute and other fibres'* in Indian Pulp & Paper Technical Association, Vol-14, No. 4, 2002, p 69-73

  - With the ***Institute of Jute Technology*** (IJT), 35 Ballygunge Circular Road, Kolkata since (1999).

    Three postgraduate students from the 'Composite Home Science' Section have successfully completed their dissertation with the help of IJT.

    Since 1999, several experimental works for the 'Composite Home Science' and 'Textiles & Clothing' Sections have been conducted at IJT's state-of-the-art laboratories.

  - One full time permanent faculty member is involved in active collaborative research with IJT since 2000.

15. **(a)** List the full-time teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority):

	Name of the Teaching staff	Designation	Highest Qualifi-cation	Specialisation	Age (yrs)	Sex
FULL-TIME TEACHING STAFF (On Pay Scale)						
1	Mrs. Lilu Mancha	Lecturer (Selection Grade)	M.Sc.	Food & Nutrition	57	F
2	Mrs. Komal Sharma	Lecturer (Selection Grade)	M.Sc.	Home Management	49	F
3	Ms. Kusum Musaddi	Lecturer (Selection Grade)	M.Sc.	Home Management	43	F
4	Dr. (Mrs.) Krishna Majumdar	Reader	Ph.D.	Organic Chemistry	57	F
5	Ms Sonia Gupta	Senior Lecturer	M.Arch.	Housing	40	F
6	Ms. Deepali Singhee	Senior Lecturer	M.Sc.	Textiles & Clothing	34	F
7	Dr. (Mrs.) Gita Zutshi	Senior Lecturer	M.B.B.S.	Medicine	57	F
8	Mrs. Samita Gupta	Lecturer	M.Sc.	Textiles & Clothing	29	F
9	Dr. (Mrs.) Vipasha Chakraborty	Lecturer	Ph.D.	Physics	37	F
10	Ms. Krishnakali Bhattacharya	Lecturer	M.Sc.	Psychology	39	F
11	Ms. Shivarati Bose	Lecturer	M.Sc.	Food & Nutrition, and Dietetics	29	F
12	Dr. (Mrs.) Soma Dasgupta	Lecturer	Ph.D.	Consumer Economics	52	F
13	Mrs. Amita Dutta	Lecturer	M.A. (Fine)	Painting	43	F
14	Mrs. Shaila Jassal	Lecturer	M.Sc.	Composite Home Science	29	F
15	Mrs. Punam Mehra	Lecturer	M.Sc.	Child Development	34	F
FULL-TIME TEACHING STAFF (On Contract)						
1	Dr. (Mrs.) Bharti Mukherjee	Ex-Reader	Ph D.	Biochemistry	60	F
2	Mrs. Parul Sheth	Lecturer	M.Sc.	Human Development	27	F
3	Ms. Pitambari Bagla	Lecturer	M.Sc.	Human Development	28	F

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	Name of the Teaching staff	Designation	Highest Qualifi-cation	Specialisation	Age (yrs)	Sex
PART TIME TEACHING STAFF (On Contract)						
1	Mrs. Malabika Bose	Lecturer	M.S.W.	Social Work	47	F
2	Mrs. Sharmistha Sinha Roy	Lecturer	M.A.	Education	53	F
3	Mrs. Rupashri Dutta Roy	Lecturer	M.Sc.	Physiology	45	F
4	Mrs. Sharbani Banerjee	Lecturer	M.A.	English	39	F
5	Ms. Nita Dujari	Assistant Lecturer	B.Sc.	Food & Nutrition	25	F
6	Ms. Priti Agarwal	Lecturer	M.Sc.	Textiles & Clothing	25	F
7	Ms. Sohini Bhattacharya	Lecturer	M.A.	English Literature	26	F
8	Ms. Ratna Putatunda	Lecturer	M.Sc.	Family Resource Management.	26	F
9	Mrs. Smita Parekh	Lecturer	M.Sc.	Composite Home Science	44	F
10	Ms. Suchismita Das	Lecturer	M.Sc.	Psychology	29	F
11	Mrs. Anita Chandra	Lecturer	M.Sc.	Clinical Psychology	29	F
12	Ms. Rajashree Roy	Lecturer	M.Sc.	Human Development	24	F
13	Dr. (Mrs.) Nirjakshi Shrivastav	Lecturer	Ph.D.	Extension Education	28	F
14	Ms. Tanima Majumdar	Assistant Lecturer	Diploma	Fine Arts	45	F
15	Mrs. Pratima Nair	Lecturer	M.A.	Education	33	F
16	Ms. Bidisha Banerjee	Assistant Lecturer	B.Arch.	Architecture	37	F
PART TIME TEACHING STAFF (Visiting Faculty)						
1	Dr. Subash Mondal	Professor	Ph.D	Solid Mechanics	40	M
2	Mr. Narendra Ranjan Mukherjee	Lecturer	M.A, LL.B.	Public Relations	42	M
3	Mr. Uday Banerjee	Lecturer	M.A.	International Relations, Advertising	51	M

(b) Experience of the teachers:

Name of the Teacher	UG Full-Time	PG Full-Time	UG Part-Time	PG Part-Time	Research
FULL-TIME TEACHING STAFF *(On Pay Scale)*					
1 Mrs. Lilu Mancha	25 yrs	20 yrs	–	–	6 yrs
2 Mrs. Komal Sharma	23 yrs	21 yrs	–	–	14 yrs
3 Ms. Kusum Musaddi	20 yrs	20 yrs	–	–	16 yrs
4 Dr. (Mrs.) Krishna Majumdar	16 yrs	–	3 yrs	–	2 yrs
5 Ms. Sonia Gupta	9 yrs	9 yrs	–	–	6 yrs
6 Ms. Deepali Singhee	9 yrs	7 yrs	–	–	7 yrs
7 Dr. (Mrs.) Gita Zutshi	8 yrs	8 yrs	10 yrs	10 yrs	–
8 Mrs. Samita Gupta	6 yrs	4 yrs	–	–	–
9 Dr. (Mrs.) Vipasha Chakraborty	5 yrs	3 yrs	–	–	–
10 Ms. Krishnakali Bhattacharya	2 yrs	7 yrs	6 yrs	6 yrs	7 yrs
11 Ms. Shivarati Bose	4 yrs*	4 yrs	1 yr	–	2 yrs
12 Dr. (Mrs.) Soma Dasgupta	7 yrs*	7 yrs			7 yrs
13 Mrs. Amita Dutta	4 yrs*	2 yrs	15 yrs	–	–
14 Mrs. Shaila Jassal	1 yr	1 yr	3 yrs	2 yrs	–
15 Mrs. Punam Mehra	2 yrs*	2 yrs*	4 yrs	4 yrs	2 yrs
FULL-TIME TEACHING STAFF *(On Contract)*					
1 Dr. (Mrs.) Bharti Mukherjee	31 yrs	25 yrs	–	–	30 yrs
2 Mrs. Parul Sheth	2 yrs	1 yr	2 yrs	2 yrs	1 yr
3 Ms. Pitambari Bagla	3 yrs	3 yrs	1 yr	1 yr	3 yrs
PART-TIME TEACHING STAFF *(On Contract)*					
1 Mrs. Malabika Bose	–	–	9 yrs	–	–
2 Mrs. Sharmistha Sinha Roy	–	–	11 yrs	–	–
3 Mrs. Rupashri Dutta Roy	–	–	7 yrs	5 yrs	–
4 Mrs. Sharbani Banerjee	–	–	7 yrs	–	–
5 Ms. Nita Dujari	–	–	5 mths	–	–
6 Ms. Priti Agarwal	–	–	5 mths	4 mths	–
7 Ms. Sohini Bhattacharya	–	–	4 mths	–	–
8 Ms. Ratna Putatunda	–	–	1 yr	–	–
9 Mrs. Smita Parekh	15 yrs	2 yrs	3 yrs	1yr	1 yr
10 Ms. Suchismita Das	–	–	3 yrs	3 yrs	1 yr
11 Mrs. Anita Chandra	–	–	2 yrs	3 yrs	1 yr
12 Ms. Rajashree Roy	–	–	5 mths	5 mths	–
13 Dr. (Mrs.) Nirjakshi Shrivastav	–	–	4 mths	–	–
14 Ms. Tanima Majumdar	–	–	6 yrs	–	–
15 Mrs. Pratima Nair	–	–	5 mths	5 mths	–
16 Ms. Bidisha Banerjee	–	–	3 mths	–	–
PART-TIME TEACHING STAFF *(Visiting Faculty)*					
1 Dr. Subash Mondal	–	–	–	5 yrs	–
2 Mr. Narendra Ranjan Mukherjee	–	–	–	5 yrs	–
3 Mr. Uday Banerjee	–	–	–	5 yrs	–

16. **How many from the teaching staff have received national/international recognition as fellows, awardees etc.?**

None

17. **What percentage of the faculty is in active research (guiding research scholars, operating projects, publishing regularly, etc.)?**

- ❑ 56% of the full-time faculty and 13% of the part-time faculty are engaged in research activities and guiding M.Sc. dissertations respectively.

- ❑ 12% of the faculty (full-time and part-time faculty) is engaged in research for their doctoral programmes / regular publishing activities.

18. **List the major thrust areas within the subject in which research activities are being pursued.**

SECTION	SUBJECT	THRUST AREA
Food & Nutrition	o Dietetics o Microbiology	◆ Obesity among College Students ◆ Nutritional Status in Old Age ◆ Bacteriological studies of Water and Food
Family Resource Management	o Consumer Economics o Theory of Management & Institutional Administration o Family Housing & Interior Design	◆ Consumer Awareness ◆ Value Based Education ◆ Quality of Life in different types of Housing
Human Development	o Psychology	◆ Personality Traits and differences ◆ Personality Adjustment during Adolescence ◆ Psychological Characteristics of Hormonal Disorders
Textiles & Clothing	o Chemical Processing of Textiles o Dyeing & Printing	◆ Improvements in performance of various Fabrics made from different fibres through Chemical Treatments ◆ Performance behaviour of Detergents on Textiles ◆ Various Studies on Natural Dyes
Others	o Physics	◆ Polymer Irradiation

19. Give details of ongoing projects funded by external agencies.

None

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
Not Applicable			

20. What are the basic and advanced facilities, available and (like botanical garden, field laboratories, animal house, computing facility, major equipment, mortuary, post mortem facilities experimental surgery and medicine facilities etc.) acquired over the years?

		Facilities available within the Departments of Home Science and Commerce	
I	Computer Laboratory	LAN Server	1 no.
		Desktop Computer	14 nos.
		Scanner	1 no.
		Mono Laser Printer	1 no.
		Inkjet Printer	1 no.
		Dot Matrix	6 nos.
		ISDN lines	L.S.
		Full Internet Connectivity	L.S.
II	Library	Desktop Computer	2 nos.
		Inkjet Printer	1 no.
III	Faculty Reading Room	Desktop Computer	3 nos.
IV	Principal's Office	Desktop Computer	1 no.
V	General Office	Desktop Computer	2 nos.
VI	Audio-Visual Room	Overhead Projector	2 nos.
		Epidiascope	1 no.
		Television	1 no.
		Video Cassette Recorder	1 no.
		Desktop Computer	1 no.
		Multimedia Projector *(Shared with the Department of Management)*	1 no.
VII	General	Photostat Machine	1 no.
		Cyclostyle Machine	1 no.
		Public Telephone Unit	1 no.
		Electric Power Generator	1 no.

Facilities exclusive to Department of Home Science			
I	Biochemistry/ Microbiology/ Physiology Laboratory	Muffle Furnace	1 no.
		Photo-electronic Calorimeter	1 no.
		Projection Microscope	1 no.
		pH-meter (electrical)	1 no.
		Thermostat Water Bath	1 no.
		Autoclave	1 no.
		Microscope	31 nos.
		B. P. Apparatus	12 nos.
		Bacteriological Incubator	1 no.
		Comparator	1 no.
		Electric Balance	1 no.
II	Chemistry Laboratory	Distilled water plant	1 no.
		Water Suction Pump	1 no.
		Electronic Single Pan Balance	1 no.
III	Food & Nutrition Laboratories	Domestic Oven	1 no.
		Cooking range	1 no.
		Food Processor	3 nos.
		Refrigerator	3 nos.
		Electric Tandoor	2 nos
		Microwave Oven	2 no.
IV	Human Development Laboratory	Raven's Standard Progressive Matrices Test	1 no.
		Raven's Coloured Progressive Matrices Test	1 no.
		Seguin's Form Board Test	1 no.
		Beqar Mehdi Test of Creative Thinking	1 no.
		Differential Aptitude Test Battery	1 no.
		Modification of Thematic Apperception Test	1 no.
		Raven's Advanced Progressive Matrices	1 no.
		Culture Fair Intelligence Scale	1 no.
		Koli's Block Design Test	1 no.
		Pass-along Test Of Intelligence	1 no.
		Malin's Vineland Social Maturity Scale	1 no.
V	source Management Laboratories		
	Ergonomics and Equipment Laboratory	A.C. Watt Meter	4 nos.
		Body Logic	1 no.
		Thermo-hygrometer	1 no.
		Multi-timer	1 no.

		Sound Noise Level Meter	1 no.
		Anthropometer	1 no.
		B.P. Apparatus	1 no.
		10 A Demostat Petna With Stand	1 no.
		Meggar	2 nos.
		Variac	3 nos.
		Illuminator (Luxmeter)	1 no.
		Dynamometer (Hand Grip)	1 no.
		A.C. Ammeter	1 no.
		A.C. Voltmeter	1 no.
		Micro Ampere Meter	1 no.
		Skin Thermometer	1 no.
	Drawing Studio	Drafting Board	27 nos.
		Mechanical Drafting Board	1 no.
	Residence	Fully furnished and equipped two-bedroom mini apartment	L.S.
VI	Textiles & Clothing Laboratories	Beaker Dyeing Machine	1 no.
		Electronic Digital Balance	1 no.
		Hot Air Oven	1 no.
		Fabric Thickness Tester	1 no.
		Electronic Single Pan Balance	1 no.
		Crock-o-meter	1 no.
		Washing Machine	1 no.
		B.I.S. Grey Scale For Assessing Colour Change	1 no.
		B.I.S. Grey Scale For Assessing Staining	1 no.
		Binocular Microscope	2 nos.
		Stiffness Tester For Fabric Testing	1 no.
		Crease Recovery Tester	1 no.
		Vacuum Pump	1 no.
		Hand Knitting Machine	1 no.
		Thermostat Water Bath	3 nos.
VII	General	Internal Pipe Gas System for Laboratories	L.S.

21. What is the total number of publications (add the list) of the department in the last five years?

(Names of faculty members are in bold)

RESEARCH PAPERS PUBLISHED BY FACULTY MEMBERS

- A K Samanta, **D Singhee**, A Sengupta & S K Abdur Rahim, 'Application of selective natural dyes on jute and jute/cotton fabric by different techniques', Journal of Institution of Engineers, Textile Engineering Division TX, 2003, p 22-33

- **K Bhattacharya** & P K Chattopadhyay, 'Impact of personality characteristics and mode of adjustments on job satisfaction and job effectiveness of secondary school teachers', Social Science International, Vol-19, 2003

- **D Singhee**, I N Ghosh & P Roy, 'Studies on the paper pulp characteristics and properties of hand made paper made from natural fibers' Indian Pulp & Paper Technical Association, Vol-14, No. 4, 2002, p 69-73

- A Saha, **V Chakraborty** & co-workers, 'Carbon ion irradiation induced surface modification of polypropylene', rad Phy Chem, Vol-62, 2001, p 429-431

- A Saha & **V Chakraborty**, 'Chemical modification of polypropylene induced by high energy carbon ions', NIM B, Vol-168, 2000, p 245

- **Soma Dasgupta**, 'Textile Industry: Aiming to stake a resurgence from Recession', Journal of Karpagam Institute of Management Studio & Research, Coimbatore, 1999

- **Soma Dasgupta**, 'Modeling Decision Process in Textile buying of Bengal Handloom in Calcutta', Artha Vijnan, 1999

- *A K Samanta, **S Parekh**, **D Singhee** & S Mitra, 'Performance of selective surfactants / detergents on soiled white / dyed cotton fabrics', Indian Journal of Fiber And Textile Research – Accepted for publication (2003)*

- *A K Samanta, **D Singhee** & M Sethia, 'Application of single and mixture of selected natural dyes on cotton fabric – a scientific approach' – Communicated for publication (2003)*

IN-HOUSE PUBLICATIONS (LABORATORY MANUALS) OF THE DEPARTMENT

- Manual on Family Clothing

- Manual on Wet Processing, Dyeing & Printing

- Manual on Fabric Manufacture

- Manual on Textile Testing & Chemistry

22. Have any one of the teaching programmes been dropped because it lost its immediate relevance or because it was not viable?

❑ The *B.Sc. (Honours) in Home Science* programme (with specialisation in Extension Education) was dropped in the year 1991. Extension Education activities, which involve considerable fieldwork as well as community service, require a transport vehicle and a passenger vehicle for efficient and effective performance; since the Institute was then (1991) running on a deficit budget, these purchases were not feasible, and the programme was hence not viable. However, efforts are now being made to reinstate this course.

23. What is the average work load in terms of actual contact lectures per week per teacher?

FULL TIME TEACHER: 19 actual contact lectures per week per teacher

PART TIME TEACHER: 9 actual contact lectures per week per teacher

(Each lecture is of 50 minutes duration. Contact lectures are considered to be theory and laboratory practical lectures to the complete batch.)

24. What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?

AVERAGE TIME SPENT WITH STUDENTS

Full-time teacher – 24 hours per working week, as under:

❑ **Curricular activities – 21 hours per working week**
Spent primarily in giving theoretical lectures, conducting practical classes, guiding individual seminars/projects/dissertations and for extra-class discussions. Teachers guiding dissertations spend an additional 2 hours per working week.

❑ **Co-curricular activities – 2 hours per working week**
Spent primarily in organizing college-industry interactive talks/workshops, special lectures by Guest Faculty / experts, exhibitions / laboratory displays, field trips / educational excursions, seminars for the Department/Section.

❑ **Extracurricular activities – 1 hour per working week**
Spent in participating within the various 'Activity Groups' of the Department. On an average, two teachers and 10 students manage each Group, and each teacher manages 1 – 2 Groups. Hence, depending upon her individual charge, she, along with the students, undertakes the organizing of some particular activities; to name a few – extension activities, placement support, cultural programmes, debates, drama/dance/music competitions, publishing activities, students' counseling, college development programmes, and holistic development workshops.

Part-time teacher – 12 hours per working week, as under:

❑ **Curricular activities – 10 hours per working week**

❑ **Co-curricular activities – 1 hour per working week**

❑ **Extracurricular activities – 1 hour per working week**

TIME SPENT WITH COMMITTEES ON ACADEMIC MATTERS
(In addition to the 'Average time spent with students' above)

Full-time teacher – The time spent here is person-specific, as shown below:

❑ As 'Academic Council' member – About 1/2 hour per working week

Six members of the teaching faculty who constitute the 'Academic Council' of the Department (along with the Principal) meet up to discuss academic functions of the Department.

❑ As member of University committee/s – About 1/2 hour per working week

Three faculty members represent the Institute within committees of the affiliating university (One teacher as a member of the 'Faculty Council of Science' and two teachers as 'University Court' members)

Part-time teacher – No part-time teacher is a formally appointed member of any academic committee.

25. **Does the department monitor overall performance of students through regular assessments?**

Yes ☑   No ☐

If yes, give methods and details of assessment.

The overall performance of students is monitored through a structured system of assessment, as below:

❑ Regular Class Assessment of students by the subject teacher during Interactive Sessions – Group Discussions and Question-and-Answer Sessions (primarily during theoretical lectures) a well as through study of students' application of skills (primarily in practical classes).

❑ Informal Assessment held by some subject teachers to monitor the students' conceptualisation of the subject matter.

- ❏ Preparation of students' 'Initial Assessment' reports by the subject teacher within a month of the commencement of classes in each session/semester to monitor performance, and to identify the specific needs for bridge/remedial courses of particular students.

- ❏ Monitoring of students' performance through Projects / Presentation of Seminars / Term Papers assignments / Group discussions. These specially help provide information on students' communication and presentation skills, as well as their interpersonal behaviour and attitudes towards teamwork.

- ❏ Field trips / Excursions / Extension activities reveal significant information on students' overall behaviour and applications of knowledge.

- ❏ Continuous Evaluation of the students' Academic Performance is done through two sets of formal examinations/tests in each session/semester. Assessment results from these constitute the 'Internal Assessment' of 40%/30% within the results of the university examinations. The marks are forwarded to the university to be computed accordingly.

- ❏ Annual Semester University Examinations.

- ❏ Extra-curricular activities reveal significant information on students' overall behaviour and application

26. How do the teachers update themselves for discharging their teaching/research responsibilities? Give details.

Teachers update themselves through a variety of ways.

❏ BOOKS
- ▪ Teachers, with the help of librarian are in regular correspondence with publishers in related subject areas.

- ▪ The annual Calcutta Book Fair is a regular conglomeration of all renowned publishers operating in the country. Visits to this fair ensure latest and exhaustive information regarding books and magazines.

- ▪ With the help of full Internet connectivity in the Institute, teachers are able to browse for latest information regarding books, papers, journals, periodicals, magazines and others.

Thus, new titles are reviewed and orders placed accordingly. The updated library becomes a rich source of reading material for the teachers.

❏. REFRESHER AND ORIENTATION COURSES
- ▪ Regular participation in refresher courses by teachers in their respective areas of specialisation ensure constant updating of their knowledge bank just as participation in

courses of general interest ensure the wholesome development of their teaching resources.

- Participation in orientation programmes assist newly appointed lecturers to inculcate updated methods of teaching-learning.

□ SEMINARS/ WORKSHOPS

Participation in seminars, both national and local, is positive means of continuous updating by teachers. Teachers of this Institute have been attending such seminars both as resource persons and general participants.

□ RESEARCH ACTIVITIES

Many teachers are involved in regular research activity, both in individual capacity and as guides for students' (PG Home Science) dissertations.
This is an efficient way for teachers to keep abreast of all recent developments in their respective fields.

□ OTHERS

Other than academic updating, teachers also concentrate on honing their teaching methodology and communication skills by attending workshops that contribute towards development of their knowledge base and integral personality.

27. **What is the annual budget allocation of the college to the department?**

The budget allocated to the department for the Financial Year 2003 – 2004 is **Rs. 62.80 lakhs.**

28. **How much of research funding has been generated by the teachers from other agencies?**

None

29. **Do the teachers offer consultancy services and earn revenue for the college/department?**

Yes ☐   No ☑

If yes, how much has been earned during the last two years?

Not Applicable

30. Furnish the following details:

Particulars	UG	PG	Research
Ratio of applications to available seats *(For the Session 2003 – 2004)*	16:15	9:10	0:n ✖
Success rate (examination results) *(For examinations held in May – June 2003)*	98.07%	93.93%	N.A.
Progression to higher education rate	41:18%	0%	N.A.
Employment rate	8.82%	23.53%	N.A.
Ratio of part-time teachers to full-time teachers *(For the Session 2003 – 2004)*	2:3	3:4	N.A.
Ratio of academic staff to administrative staff *(For the Session 2003 – 2004)*	7:1	6:1	N.A.

✖ *The number of available seats is subject to approval by the Ph.D. Committee and so it has been considered as 'n'.*

31. Furnish the following data:

- **Ratio of students to teachers** : Undergraduate programmes – 12:1

  Postgraduate programmes – 5:2

- **Number of research papers published : 5**

32. Has the department received any special support for teaching or research?

Yes ☑   No ☐

❑ **In 2003:** The University Grants Commission (UGC) of India, under its 10th plan period, approved a grant of Rs. 16.0 lakhs to the department for the *'Development of undergraduate and postgraduate education'* in the next 5 years.

Under this scheme it has already made an initial *ad hoc* disbursement of Rs.1.60 lakhs.

❑ **In June 2003:** Under the aegis of the University Grants Commission (UGC) of India, the UGC Network Resource Centre (UGC-NRC) was established within the Department. To begin with, the UGC sanctioned a regular allocation of a sum of Rs. 10,000/- per year for a period of five consecutive years.

This grant is being and shall be used to avail wide Internet Connectivity services through *VSNL, BSNL,* etc.

❑ **In January 2001:** The Department of Home Science received a grant-in-aid of Rs. 1.25 lakhs from the University Grants Commission (UGC) for purchase of additional Computer Hardware/Software/Facilities.

This has proved an effective support in improving the departmental research.

❑ **In 1997:** The UGC of India provided the department with an amount of Rs. 3.0 lakhs for the development of postgraduate education and Rs. 7.0 lakhs for the development of under graduate education under "UGC Development Grants" for the IXth plan period.

❑ **In July 1995:** The UGC of India approved and sanctioned an amount of Rs. 14.25 lakhs for extensive development of the three post-graduate degree programmes of the Department. Under its 'Environmental Science Programme', this was UGC's special support, entitled *'UGC Assistance on Computer Application at Post Graduate Levels'.*

❑ **In June 1994:** The UGC of India provided a grant of an amount of Rs. 7.10 lakhs as support for the 'B.Sc. (Honours) in Home Science Degree Course'.

The grant, labeled as *'Restructuring of Courses at the First Degree Level'*, was utilised over a five-year span for growth and developments of teaching and research within the Department, as follows −

- Rs. 360,000/- for Recruitment of an additional Lecturer, and an additional Laboratory/Technical Assistant,

- Rs. 50,000/- for Purchase of Library books, and

- Rs. 300,000/- for Purchase of Laboratory equipment.

33. Any other information which highlights the unique achievements of the department:

◆ The Department is affiliated to the Jadavpur University of Kolkata. The University Grants Commission (UGC) of India has identified this university as one of the first universities in the country credited with "Potential for Excellence". The National Assessment and Accreditation Council (NAAC) has accorded the highest grading and accredited this university "5 Star" status for 5 years.

◆ The Department is housed within a building that is considered an architectural landmark. Rated as one of the ten best buildings in the city of Kolkata, its design and construction was undertaken by _Bose Bros._, nationally renowned architects. To do justice to its initial form, the building has been maintained immaculately over the last 30 years. One full time faculty member attends to its regular maintenance.

◆ There has been a decline in the students' drop-out rates over the last decade.

◆ The Under Graduate Programme has shown a success rate of over 95% in the last decade.

◆ At the UG level, the Department offers specialisation in all the branches/streams of Home Science, namely CD, HD, FN, RM and TC. Additionally the speciality of the Department is that it offers majors in its special section 'Composite Home Science', an integrated steam. It also offers this special branch at the PG level.

◆ The Department is the only one to offer the 'B.Ed. in Home Science' degree programme in the Eastern region.

◆ Each undergraduate student is required to present an informal seminar in her final year. This creates academic confidence and hones communication skills.

◆ Undergraduate students are made to undergo 'Vocational Training' in various disciplines of their choice for duration of one month.

◆ Computer Education is a compulsory subject for all 2nd year / Inter year students wherein a basic knowledge on computer software is imparted to them.

◆ The department has a qualified M.B.B.S. doctor among its faculty to take charge during medical emergencies.

Inputs from the Departments (Continued)

B. *Department of COMMERCE*

1. **Name and address of the department:**   Department of Commerce
   Smt. J. D. Birla Institute
   11, Lower Rawdon Street
   Kolkata 700 020
   WEST BENGAL

2. **Telephone number/s:**   (033) 2476 7340
   (033) 2475 5070
   (033) 2454 3243 (Telefax)

3. **Date of establishment of the department:** 1st June 1997

4. **Built-up area of the department in sq. m.:** 3294 sq.m. *(Refer to Master Plan – Appendix I)*

5. **List the different programmes (Level of Study = Certificate/Diploma/UG/PG Diploma/PG/ M.Phil./Ph.D./etc. or equivalent) offered by the department, together with the details required below:**

Programme			Level of study	Cut-off marks at entry level (in %)	Student Strength [x] *(As on September 30, 2003)*
DEGREE COURSE	1	B.Com. Bachelor of Commerce (Honours)	UG	55	431

   [x] *The available seats for the above programme are 150.*

6. **Number of teaching, technical and administrative staff of the department:**

	Male	Female	Total
Total no. of teachers [x]	1	10	**11**
Teachers with Ph.D. or equivalent as highest qualification	0	1	**1**
Teachers with PG or equivalent as highest qualification	1	8	**9**□
Teachers with other specific eligible qualification (*specify*)	0	1	**1***
Technical staff ♦	0	2	**2**
Administrative staff ●	4	0	**4**

   [x] *Detailed listing in Answer No. 15 (a) later in this section.*

☐ ***Special additional qualifications of seven of these nine teachers:***
  Chartered Accountant – 1 teacher
  Ll.B. and Cost Accountant – 1 teacher
  Cost Accountant – 1 teacher
  M.B.A. – 1 teacher
  Ll.B. and Post Graduate Diploma in Human Rights – 1 teacher
  Diploma in Computer Applications and B.Ed. – 1 teacher
  B.Ed.– 1 teacher

* ***Special eligible qualifications:***
  Advanced diploma in system management – 1 teacher

● ***The Technical Staff (Shared with Department of Home Science) includes:***
  Head Librarian – 1 no.
  Assistant Librarians – 2 nos.

● ***The Administrative Staff includes:***
  Cashier-cum-Accountant – 1 no. (Shared with the other two departments)
  Senior Office Assistants – 2 nos. (Shared with Department of Home Science)
  Office Assistant – 1 no.

Graphical representation – Teaching, Technical and Administrative Staff of the department

7. **Does the department have academic, administrative and financial autonomy?**

	Yes	No
Academic matters	☑	☐
Administrative matters	☐	☑
Financial matters	☐	☑

If yes, what extent?

❑ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ACADEMIC MATTERS**:

Key –
◆ *Partial Autonomy*
◆ *Full Autonomy*
◆ *No Autonomy*

- **Design/Review/Restructuring of curricula and related syllabi** (*Undertaken by the Department and subject to final approval by the Affiliating University*).
- Processing of Annual Logistics for the **Academic Calendar.**
- Design of the **Lecture Plans** for each subject by the subject teacher.
- Conducting theory lectures and practical **lectures in computer classes.**
- Organising and executing **Projects/Seminars/ Symposia/ Workshops/Industrial Training Programmes.**
- **Regular Class Assessments** to monitor students' performance, and ongoing checking-cum-adjusting of Teaching-Learning Systems for effective control.
- **Internal Assessment of students' performance** through Formal Tests – Tutorial Examinations / Class Tests.
- Scheduling of **University Examinations.**
- Appointment of **Paper Setters and Examiners** for University Examinations.
- Conducting **University Examinations.**
- Awarding of **Degrees** and **Mark Sheets.**

❑ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ADMINISTRATIVE MATTERS**:

The Department has **no administrative autonomy.** All such decision making activities are undertaken by the Honorary Secretary of this College (who also holds the post of the Principal), along with its Governing Body.

❑ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **FINANCIAL MATTERS**:

The Department has **no financial autonomy.** All such decisions are taken by the Principal of the College in consultation with the Constituted Attorney of the *'Sukriti Education Society'*, which is the sponsoring body of the College.

8. **Number of students in the department during the current year:**

As on September 30, 2003

	Female	Male [x]	Total
Students from the same state where the college is located	410	N.A.	**410**
Students from other states of India	21	N.A.	**21**
NRI students	0	N.A.	**0**
Other overseas students	0	N.A.	**0**
Grand Total	431	N.A.	**431**

[x] *This is an all-female students' Department.*

9. **Is there a method of assessing the students' academic standing in order to provide enrichment and/or remedial courses?**

Yes ☑   No ☐

ASSESSMENT

Assessment of the academic standing of students in degree programmes is done through varied processes and at various stages. These are –

Basic Processes:

❑ Assessment of applicants during **interviews** for admission by the Principal.

❑ **'Regular Class Assessment'** of students by the subject teacher during **Interactive Sessions – Group Discussions** and **Question-And-Answer Session** (primarily during theoretical subjects) as well as through study of **students' application of skills** (primarily in computer classes).

❑ **'Informal Assessment'** made by some subject teachers.

Advanced Processes:

❑ Assessment of a student's knowledge and skills through **Projects/Presentation** of **Seminars/Term Papers/**any **combination** of these.

❑ Consolidated assessment of students' learning through:

- Tutorial Examinations (for Annual system) / Class Tests for Continuous Evaluation (applicable in the Semester System only).

- Annual/Mid-Semester/End Semester University Examination.

APPLICATION OF ASSESSMENT

All the above assessment processes act as bases for –

❑ Identification of students' academic strengths and/or weaknesses, and

❑ Establishing the need for special courses.

Wherein, the data from the Basic Processes (above) is primarily used / may be used to effectuate enrichment/remedial/bridge courses[x] within its 'current' session/semester; and the data from the two Advanced Processes (above) is primarily used / may be used to effectuate enrichment/remedial/bridge courses within its 'following' session/semester.

The required special courses are then organised. Information from assessment processes is further used / may be used to sensitise, motivate and direct the 'special' students into them.

[x] *The Department has as yet introduced remedial and bridge courses only. The enrichment courses shall be brought in from the coming session/semester, as and when the need arises.*

10. Furnish the following details (in figures):

❑ Books in the department library:	725
❑ Journals/periodicals subscribed by the department:	5
❑ Computers in the department:	24[x]
❑ Research projects completed during the last three years and their total outlay:	None, N.A.
❑ Ongoing research projects:	None
❑ Teachers who have attended national/international seminars during the last two years:	5
❑ Teachers who have been resource persons at workshops/seminars during the last two years:	1

[x] *Shared with the Department of Home Science*

11. Details of the last two batches of students:

	BATCH: CLASS OF 2002			BATCH: CLASS OF 2003		
	UG *Entry Year–1999*	PG[x]	Total	UG *Entry Year–2000*	PG[x]	Total
Admitted to the programme (entry year)	165	N.A.	165	166	N.A.	166
Drop-outs	44	N.A.	44	29	N.A.	29
Appeared for the final year exam	123[*]	N.A.	123	136	N.A.	136[♦]
Passed in the final exam	119	N.A.	119	132	N.A.	132
Passed in first class	31	N.A.	31	20	N.A.	20
University ranks, if any	1	N.A.	1	1	N.A.	1

[x] *The department does not offer any postgraduate programmes as yet.*
[*] *Two students appeared as casuals*
[♦] *Two students who did not withdraw their names did not appear for the examinations. One student appeared as casual.*

12. What is the sanctioned teaching staff strength and the present position?

Sanctioned: Full-time Teaching staff – 5

Part-time Teaching staff – None[×]

Filled: Full-time Teaching staff – 5 (of which three staff members are on contract)

Part-time Teaching staff – 6

[×] *Part-time posts are not 'sanctioned' per se. As and when the requirement of part-time faculty arises, the Governing Body creates the post/s.*

13. How often were national/international seminars, workshops etc. organized at the department?

The department has so far organised the following seminars.

❑ On 12th September 2003, this department in association with the Departments of Home Science and Management (of the institute) organised a national interdisciplinary seminar.
Theme of the seminar: 'Green Consumption'

At a meeting held in February 2003, it was decided that then thereafter –

"The Department is required to organise one annual seminar, preferably a national seminar.
Interdisciplinary/multidisciplinary seminars, especially as consolidated academic activities of the three Departments of the Institute, should be focused upon. These could also be collaborative efforts with other institutions – educational and others."

14. Are there any international or national links/collaborations for teaching, research or both?

Yes ☐   No ☑

15. a) List the full-time teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority):

	Name of the Teaching staff	Designation	Highest Qualification	Specialisation	Age (yrs.)	Sex
FULL-TIME TEACHING STAFF (On Pay Scale)						
1	Ms. Gargi Mitra	Lecturer	M.A.	Econometrics	34	F
2	Ms. Ishita Chowdhury	Lecturer	M.Com.	Accountancy	28	F
FULL-TIME TEACHING STAFF (On Contract)						
1	Ms. Chaitali Chowdhury	Assistant Lecturer	B.Com.	Advanced Diploma in Systems Management	28	F
2	Ms. Varsha Joshi	Lecturer	M.Com.	Accountancy	34	F
3	Ms. Sulipi Biswas	Lecturer	M.Com.	Accountancy	27	F
PART-TIME TEACHING STAFF (On Contract)						
1	Ms. Twisha Ghoshal	Lecturer	M.A.	English Literature	39	F
2	Mr. Shubhobroto Dasgupta	Lecturer	M.Com.	Accountancy	48	M
3	Dr. (Ms.) Sushmita Ganguly	Lecturer	Ph.D.	Applied Mathematics	42	F
4	Ms. Shakuntala Bhowmick	Lecturer	M.Sc.	Applied Mathematics	51	F
5	Ms. Sushmita Dutta	Lecturer	B.A.,Ll.B.	Human Rights	36	F
6	Ms. Atri Chakroborty	Lecturer	MA, MBA	Human Relation	42	F

(b) Experience of the teachers:

	Name of the Teacher	Full-Time		Part-Time		Research
		UG	PG	UG	PG	
FULL-TIME TEACHING STAFF (On Pay Scale)						
1	Ms. Gargi Mitra	1 yr.	–	5 yrs.	2 yrs.	2 yrs.
2	Ms. Ishita Chowdhury	2 mths.	–	1 yr.	–	–
FULL-TIME TEACHING STAFF (On Contract)						
1	Ms. Chaitali Chowdhury	5 yrs.	–	–	5 yrs.	–
2	Ms. Varsha Joshi	8 mths.	–	–	–	–
3	Ms. Sulipi Biswas	2 yrs.	–	2 mths.	–	–
PART-TIME TEACHING STAFF (On Contract)						
1	Ms. Twisha Ghoshal	–	–	5 yrs.	–	–
2	Mr. Shubhobroto Dasgupta	–	–	4 yrs.	–	–
3	Dr. (Ms.) Sushmita Ganguly	–	–	4 yrs.	–	–
4	Ms. Shakuntala Bhowmick	–	–	11 yrs.	–	–
5	Ms. Sushmita Dutta	–	–	2 mths.	–	–
6	Ms. Atri Chakroborty	2 yrs.	–	1 yr.	–	–

16. **How many from the teaching staff have received national/international recognition as fellows, awardees etc.?**

None

17. **What percentage of the faculty is in active research (guiding research scholars, operating projects, publishing regularly, etc.)?**

None

18. **List the major thrust areas within the subject in which research activities are being pursued.**

None

19. **Give details of ongoing projects funded by external agencies.**

None

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
Not Applicable			

20. **What are the basic and advanced facilities, available and (like botanical garden, field laboratories, animal house, computing facility, major equipment, mortuary, post mortem facilities experimental surgery and medicine facilities etc.) acquired over the years?**

Facilities available within the Departments of Home Science and Commerce			
I	Computer Laboratory	LAN Server	1 no.
		Desktop Computer	14 nos.
		Scanner	1 no.
		Mono Laser Printer	1 no.
		Inkjet Printer	1 no.
		Dot Matrix	6 nos.

			ISDN lines	L.S.
			Full Internet Connectivity	L.S.
II	Library		Desktop Computer	2 nos.
			Inkjet Printer	· 1 no.
III	Faculty Reading Room		Desktop Computer	3 nos.
IV	Principal's Office		Desktop Computer	1 no.
V	General Office		Desktop Computer	2 nos.
VI	Seminar Room		Overhead Projector	2 nos.
			Epidiascope	1 no.
			Television	1 no.
			Video Cassette Recorder	1 no.
			Desktop Computer	1 no.
			Multimedia Projector _(Shared with the Department of Management)_	1 no.
VII	General		Photostat Machine	1 no.
			Cyclostyle Machine	1 no.
			Public Telephone Unit	1 no.
			Electric Power Generator	1 no.

21. **What is the total number of publications (add the list) of the department in the last five years?**

None

22. **Have any one of the teaching programmes been dropped because it lost its immediate relevance or because it was not viable?**

None

23. **What is the average work load in terms of actual contact lectures per week per teacher?**

    FULL TIME TEACHER: 20 actual contact lectures per week per teacher

    PART TIME TEACHER: 8 actual contact lectures per week per teacher

(Each lecture is of 45 minutes duration. Contact lectures are considered to be theory and computer laboratory lectures to the complete batch.)

24. What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?

AVERAGE TIME SPENT WITH STUDENTS

Full-time teacher – 25 hours per working week, as under:

❑ **Curricular activities – 21 hours per working week**

Spent primarily in giving theoretical lectures, conducting computer classes, guiding individual seminars/projects and for extra-class discussions.

❑ **Co-curricular activities – 2 hours per working week**

Spent primarily in organizing college-industry interactive talks / workshops / Industrial training / educational excursions / seminars.

❑ **Extracurricular activities – 2 hours per working week**

Spent in participating within the various 'Activity Groups' of the Department. Depending upon her individual charge, the teacher, along with the students, undertakes the organizing of some particular activities; to name a few – placement support, cultural programmes, debates, drama/dance/music competitions, publishing activities, students' counseling, college development programmes, and holistic development workshops.

Part-time teacher – 7 hours per working week, as under:

❑ **Curricular activities – 7 hours per working week**

TIME SPENT WITH COMMITTEES ON ACADEMIC MATTERS
(In addition to the 'Average time spent with students' above)

Full-time teacher – The time spent here is person-specific, as shown below:

❑ As 'Academic Council' member – About 1 hour per working week

Three members of the teaching faculty who constitute the 'Academic Council' of the Department (along with the Principal) meet up to discuss academic functions of the Department.

❑ As member of academic-related 'Activity Groups' – About 1/2 hour per working week

Four teachers are in charge of 'Groups' related to Research & Projects, and Bridge/Remedial Courses.

Part-time teacher – No part-time teacher is a formally appointed member of any academic committee.

25. **Does the department monitor overall performance of students through regular assessments?**

Yes ☑   No ☐

If yes, give methods and details of assessment.

The overall performance of students is monitored through a structured system of assessment, as below:

❑ Regular Class Assessment of students by the subject teacher during Interactive Sessions – Group Discussions and Question-and-Answer Sessions (primarily during theoretical lectures) a well as through study of students' application of skills (primarily in computer classes).

❑ Informal Class Tests held by some subject teachers to monitor the students' conceptualisation of the subject matter.

❑ Monitoring of students' performance through Home Assignments / Projects / Presentation of Seminars / Term Papers assignments / Group discussions. These specially help provide information on students' communication and presentation skills, as well as their interpersonal behaviour and attitudes towards teamwork.

❑ Excursions / Extra-curricular activities reveal significant information on students' overall behaviour and applications.

❑ Continuous evaluation of the students academic performance is done through two sets of formal examination/ held in each session/ Semester. Assessment results from these constitute the 'Internal Assessment' of 40%/30% within the results of the university examinations. The marks are forwarded to the university to be computed accordingly.

❑ Annual University Examinations.

❑ Extra-curricular activities reveal significant information about students' overall behaviour and application.

26. **How do the teachers update themselves for discharging their teaching/research responsibilities? Give details**

Teachers update themselves through a variety of ways:

❑ BOOKS

- The noted annual 'Calcutta Book Fair' is a regular conglomeration of all renowned publishers operating in the country. Visits to this fair ensure latest and exhaustive information regarding books and magazines.

- Full Internet connectivity at the Institute helps teachers to browse for latest information regarding books, papers, journals, and magazines.

- With the help of the librarians, the teachers keep correspondence with publishers of books in related subject areas.

Thus, new titles are reviewed periodically and ordered accordingly. The updated library becomes a rich source of reading material for the teachers.

❑ SEMINARS/ WORKSHOPS

- Participation in seminars, both national and local, is an effective means of continuous updation. Teachers of this Institute have begun to attend such seminars, both as resource persons and general participants.

❑ OTHERS

- Other than academic updating, teachers have also concentrated on honing their teaching and communicating skills by attending workshops that contribute towards development of their integral personality.

27. What is the annual budget allocation of the college to the department?

The budget allocated to the Department for the Financial Year 2003 – 2004 is **Rs. 28.30 lakhs.**

28. How much of research funding has been generated by the teachers from other agencies?

None

29. Do the teachers offer consultancy services and earn revenue for the college/department?

Yes ☐   No ☑

If yes, how much has been earned during the last two years?

Not Applicable

30. Furnish the following details:

Particulars	UG	PG	Research
Ratio of applications to available seats *(For the Session 2003 – 2004)*	4:1	N.A.	N.A.
Success rate (examination results) *(For examinations held in May – June 2003)*	97.05%	N.A.	N.A.
Progression to higher education rate	◆	N.A.	N.A.
Employment rate	◆	N.A.	N.A.
Ratio of part-time teachers to full-time teachers *(For the Session 2003 – 2004)*	6:5	N.A.	N.A.
Ratio of academic staff to administrative staff *(For the Session 2003 – 2004)*	14:5	N.A.	N.A.

◆ *Detailed data not available for any one complete batch. The Alumni Association is currently making strong efforts to acquire this data.*

31. Furnish the following data:

❑ **Ratio of students to teachers**   : Undergraduate programmes – 39:1

❑ **Number of research papers published : None**

32. Has the department received any special support for teaching or research?

Yes ☐   No ☑

33. Any other information which highlights the unique achievements of the department:

- ❏ The Department is affiliated to the Jadavpur University of Kolkata. The University Grants Commission (UGC) of India has identified this university as one of the first universities in the country credited with "Potential for Excellence". The National Assessment and Accreditation Council (NAAC) has accorded the highest grading and accredited this university "5 Star" status for 5 years.

- ❏ The Department is housed within a building that is considered an architectural landmark. Rated as one of the ten best buildings in the city of Kolkata, its design and construction was undertaken by *Bose Bros.*, nationally renowned architects. To do justice to its initial form, the building has been maintained immaculately over the last 30 years. One full time faculty member attends to its regular maintenance.

- ❏ In spite of having a theory based curriculum, the department has moulded its education methodology to use an optimal blend of classroom instruction, skill development, self-study, home assignments, seminar presentation, tutorial term tests and examinations.

- ❏ The course delivery is evenly paced to facilitate good assimilation and gradual internalisation of various accountancy concepts, tools and techniques.

- ❏ The curriculum is designed as to enable participants to apply course work pertaining to on-the-job situations during Industrial Training Programs.

- ❏ Improving communication skills and developing team spirit are done through seminar presentations, that are mandatory for undergraduate students.

- ❏ There has been a decrease in the drop-out rates over the last two years.

- ❏ Computer education is within the curriculum for all students.

- ❏ To improve effectiveness of delivery and absorption by students, audio-visual equipment such as OHPs, Multimedia Projector, TV and VCR are used to continuously improve and upgrade communication techniques.

Inputs from the Departments (Continued)

C. *Department of MANAGEMENT*

1. **Name and address of the department:**

   Main Campus:
   Department of Management
   Smt. J. D. Birla Institute
   11, Lower Rawdon Street
   Kolkata 700 020
   WEST BENGAL

   Satellite Centre:
   Department of Management
   Smt. J. D. Birla Institute
   1 Moira Street
   Kolkata 700 016
   WEST BENGAL

2. **Telephone number/s:**

   Main Campus:
   (033) 2476 7340
   (033) 2475 5070
   (033) 2454 3243 (Telefax)

   Satellite Centre:
   (033) 2281 1438

3. **Date of establishment of the department:** 1st June 2002

4. **Built-up area of the department in sq. m.:** 3771 sq.m. *(Refer to Master Plan – Appendix I)*

5. **List the different programmes (Level of Study = Certificate/Diploma/UG/PG Diploma/PG/ M.Phil./Ph.D./etc. or equivalent) offered by the department, together with the details required below:**

Programme				Level of study	Cut-off marks at entry level (in %)	Student Strength * *(As on September 30, 2003)*
DEGREE COURSE	1	B.B.A.	Bachelor of Business Administration (Honours)	UG	50	236

* *Available seats for the above programme are 100 per batch in the entry year. Currently there are 236 students in two batches. Extra admissions have been taken with the verbal consent of Jadavpur University.*

6. Number of teaching, technical and administrative staff of the department:

	Male	Female	Total
Total no. of teachers[x]	15	3	**18**
Teachers with Ph.D. or equivalent as the highest qualification	3	1	**4**
Teachers with PG or equivalent as the highest qualification	12	2	**14**
Teachers with other specific eligible qualification (*specify*)	0	0	**0**
Technical staff ◆	2	0	**2**
Administrative staff ★	2	1	**3**

× *Detailed listing in Answer No. 15 (a) later in this section.*

◆ *The Technical Staff includes:*
   Assistant Librarians – 2 nos.

★ *The Administrative Staff includes:*
   Office Secretary to Director (Education) – 1 no.
   Cashier-cum-Accountant – 1 no. (Shared with the other two departments) ˟
   Office Assistant – 1 no. (Shared with Department of Home Science) ˟

   ˟*These administrative staff members are stationed at the Main Campus and also look after the affairs of the other departments of the institute.*

Graphical representation – Teaching, Technical and Administrative Staff of the Department

7. **Does the department have academic, administrative and financial autonomy?**

	Yes	No
Academic matters	☑	☐
Administrative matters	☑	☐
Financial matters	☑	☐

If yes, what extent?

❑ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ACADEMIC MATTERS:**

Key –

◆ *Partial Autonomy*
◆ *Full Autonomy*
◆ *No Autonomy*

◆ **Design/Review/Restructuring of curricula and related syllabi** (*Undertaken by the Department and subject to final approval by the Affiliating University*).
◆ Processing of Annual Logistics for the **Academic Calendar.**
◆ Design of the **Lecture Plans** for each subject by the subject teacher.
◆ Conducting theory **lectures** and practical lectures as computer classes.
◆ Organizing and executing **Projects/Seminars/ Symposia/ Workshops/Industrial Training Programmes.**
◆ **Regular Class Assessments** to monitor students' performance, and ongoing checking-cum-adjusting of Teaching-Learning Systems for effective control.
◆ **Internal Assessment of students' performance** through Formal Tests – Tutorial Examinations / Class Tests.
◆ Scheduling of **University Examinations.**
◆ Appointment of **Paper Setters and Examiners** for University Examinations.
◆ Conducting **University Examinations.**
◆ Awarding of **Degrees** and **Mark Sheets.**

❏ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **ADMINISTRATIVE MATTERS**:
The Department has **complete autonomy** in all administrative functions as it is located at the Satellite Centre. All administration is under the control of Director (Education) of the college.

❏ BASIC DECISION MAKING ACTIVITIES OF THE DEPARTMENT RELATED TO **FINANCIAL MATTERS**:
The Department has **partial autonomy** in all finance activities. Suggestions are made by the Director (Education), subject to approval by other members of the Governing Body of the college.

8. Number of students in the department during the current year:

As on September 30, 2003

	Female	Male	Total
Students from the same state where the college is located	156	75	**231**
Students from other states of India	3	2	**5**
NRI students	0	0	**0**
Other overseas students	0	0	**0**
Grand Total	**159**	**77**	**236**[*]

✶ *This is the only department of the institute which is co-educational, that is, imparts education to both boy and girl students.*

9. Is there a method of assessing the students' academic standing in order to provide enrichment and/or remedial courses?

Yes ☑   No ☐

ASSESSMENT

Assessment of the academic standing of students in the degree programme is done through varied processes and at various stages. These are –

Basic Processes:

❑ Assessment of applicants during **interview, written knowledge test and group discussion** (for admission) by the Director (Education).

❑ **'Regular Class Assessment'** of students by the subject teacher during **Interactive Sessions – Group Discussions** and **Question-And-Answer Sessions** (primarily for theoretical subjects) as well as through study of student's application of skills (primarily in practical classes).

❑ **'Informal Assessments'** made by some subject teachers.

Advanced Processes:

❑ Assessment of a student's knowledge and skills through **Projects/Presentation of Seminars/Term Papers and** /or any **combination** of these.

❑ Consolidated assessment of students' learning through:
  ◆ Semester Tests for Continuous Evaluation conducted at regular intervals.
  ◆ Semester University Examinations.

APPLICATION OF ASSESSMENT

All the above processes act as bases for –

❑ Identification of students' academic strengths and/or weaknesses, and

❑ Establishing the need for special courses/classes.

Wherein, the data from the above processes is primarily used / may be used to effectuate special **Tutorial Classes.** Information from advanced processes is also used / may be used to sensitise, motivate and direct the 'special' students into them.

*There is a **System of Daily Contact Programme**, wherein there is a student-teacher contact time everyday for academic counselling and personal counselling of the students. At the end of the semester the students get two weeks preparatory leave, during which they can approach the faculty members by prior appointment and get **guidance**.*

10. **Furnish the following details (in figures):**

• Books in the department library:		890
• Journals/periodicals subscribed by the department:		5
• Computers in the department:		77 [×]
• Research projects completed during the last three years and their total outlay:		None, N.A.
• Ongoing research projects		None
• Teachers who have attended national/international seminars during the last two years:		1
• Teachers who have been resource persons at workshops/seminars during the last two years:		1

[×] *These machines are also used by the staff and students of Birla High School (Boys) until 2:00 pm.*

11. **Details of the last two batches of students:**

	BATCH: CLASS OF 2002			BATCH: CLASS OF 2003		
	UG *Entry Year – 2002*	PG [◆]	Total	UG *Entry Year – 2003*	PG [◆]	Total
Admitted to the programme (entry year)	126	N.A.	**126**	142	N.A.	**142**
Drop-outs *(until September 2003)*	17	N.A.	**17**	15	N.A.	**15**
Appeared for the final year exam [×]	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Passed in the final exam	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Passed in first class	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
University ranks, if any	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

[×] *Since the undergraduate programme was established in the year 2002, no batch has reached the level of final examinations.*

[◆] *The department offers no postgraduate programmes.*

12. What is the sanctioned teaching staff strength and the present position?

Sanctioned: Full-time Teaching staff – 9

Part-time Teaching staff – None[*]

Filled: Full-time Teaching staff – 9 (on contract)

Part-time Teaching staff – 9 (of which three staff members are Visiting Faculty)

[*] *Part-time posts are not 'sanctioned' per se. As and when the requirement of part time faculty arises, the Governing Body creates the post/s.*

13. How often were national/international seminars, workshops etc. organized at the department?

❑ On 12th September 2003, this department, in association with the Departments of Commerce and Home Science (of the institute), organised a national interdisciplinary seminar. *Theme of the seminar: 'Green Consumption'*

14. Are there any international or national links/collaborations for teaching, research or both?

Yes ☑   No ☐

The **Northumbria University** (**Newcastle, U.K.**) has conducted a comprehensive assessment of our programme as per the criteria laid down by the **British Quality Assurance Scheme**, and after being fully satisfied signed up an agreement with us.

The agreement assures horizontal mobility to our students in their management programmes.

It has also signed a **MoU** for student exchange facility and faculty exchange programmes.

It has further suggested a full-fledged twinning programme with us.

The important details of the agreement are:

❑ It recognises the intention of Smt. J. D. Birla Institute and Northumbria University to establish a relationship to cooperate in a broad range of areas and to work together for their mutual benefit.

❑ The parties may seek to encourage and develop collaborative activities in various ways, including the exchange of scholarly ideas/expertise.

❑ Support of specific discipline interaction.

❑ Programme development.

❑ Advanced entry of appropriately qualified students from Smt. J. D. Birla Institute into Northumbria University.

15. (a) List the teaching staff, with their designations, qualifications, fields of specialization, years of experience, age and sex (in the descending order of seniority):

	Name of the Teaching staff	Designation	Highest Qualification	Specialisation	Age (yrs)	Sex
1	Prof. Suman K. Mukerjee	Director (Education)/ Professor	Ph.D., FIMA	Industrial Economics	54	M
FULL-TIME TEACHING STAFF (On Contract)						
1	Mr. A. N. Roy	Assistant Lecturer	B.Com.	Industrial Marketing	60	M
2	Mr. Debangshu Chakraborty	Lecturer	M.A., (Ph.D. Thesis submitted)	Human Development	27	M
3	Mr. Manojit Debnath	Lecturer	M.E.	Microwave Engineer	25	M
4	Mr. Milan Bhowmik	Lecturer	MBA	Finance	50	M
5	Ms. Sarboni Dutta	Lecturer	MBA	Finance	32	F
6	Ms. Manjyot Kaur	Lecturer	MCA	Computers	35	F
7	Mr. Sudip Chattopadhyay	Lecturer	Appeared for MCA	Computers	28	M
8	Mr. Partha Sarothy Sengupta	Lecturer	M.A., PGDPM	PMIR	53	M
PART-TIME TEACHING STAFF (On Contract)						
1	Dr. (Mrs.) Ranee Kaur Banerjee	Lecturer	Ph.D	Comparative Literature	40	F
2	Mr. Malay Bilas Bhattacharya	Lecturer	M.A.in Mathematics, M.A. in Political Science	Business Mathematics	63	M
3	Mr. S. M. Devdasan	Lecturer	B.A., PGDBM	Human Resource Management and Business Policy	56	M
4	Mr. Dibakar Chatterjee	Lecturer	ACS, ACA, AICWA, LL.B., M.Com.	Accounts	49	M
5	Mr. Bijoy Kumar Dutta	Lecturer	B.Com., LL.B.	Law	66	M
6	Mr. Barun Das	Lecturer	B.Com., ACA, ACIS, CMA, ACS	Law and Finance	51	M
PART-TIME TEACHING STAFF (Visiting Faculty)						
1	Prof. S. K. Chakraborty	Professor	ICWA, Ph.D	Finance	62	M
2	Dr. Sabyasachi Sen	Professor	Ph.D, IAS	Development Economics, Entrepreneurship	54	M
3	Mr. Sujoy Gupta	Lecturer	M.Sc. in Management	Applied Mathematics	53	M

(b) Experience of the teachers:

	Name of the Teacher	Full-Time		Part-Time		Research
		UG	PG	UG	PG	
1	Prof. Suman K. Mukerjee	24 yrs.	9 yrs.	–	30 yrs.	24 yrs.
FULL-TIME TEACHING STAFF (On Contract)						
1	Mr. A. N. Roy	1 yr.	–	–	–	–
2	Mr. Debangshu Chakraborty	10 mths.	1 yr.	–	–	3 yrs.
3	Mr. Manojit Debnath	11 yrs	–	–	–	1 yr
4	Mr. Milan Bhowmik	–	31 yrs	–	–	14 yrs
5	Ms. Sarboni Dutta	–	5 yrs	–	–	2 yrs
6	Ms. Manjyot Kaur	–	–	–	–	2 yrs.
7	Mr. Sudip Chattopadhyay	–	3 yrs.	–	–	–
8	Mr. Partha Sarothy Sengupta	–	–	–	10 yrs.	10 yrs.
PART-TIME TEACHING STAFF (On Contract)						
1	Dr. (Mrs.) Ranee Kaur Banerjee	–	–	2 yrs.	3 yrs.	13 yrs.
2	Mr. Malay Bilas Bhattacharya	36 yrs.	–	1 yr.	–	–
3	Mr. S. M. Devdasan	–	–	6 mths.	–	20 yrs
4	Mr. Dibakar Chatterjee	–	–	1 yr.	–	10 yrs.
5	Mr. Bijoy Kumar Dutta	–	–	1 yr.	–	10 yrs.
6	Mr. Barun Das	–	–	2 yrs.	10 yrs.	10 yrs.
PART-TIME TEACHING STAFF (Visiting Faculty)						
1	Prof. S. K. Chakroborty	–	40 yrs.	–	–	35 yrs.
2	Dr. Sabyasachi Sen	–	–	6 mths.	–	30 yrs.
3	Mr. Sujoy Gupta	–	–	1 yr.	2 yrs.	10 yrs.

16. **How many from the teaching staff have received national/international recognition as fellows, awardees etc.?**

One Full-time Faculty member (Prof. Suman K. Mukerjee) has been awarded fellowship by

- All India Management Association, New Delhi, India, and
- Environmental Fellow of *United States Asia Environmental Partnership* (USAEP) under *United States Assistance International Development* (USAID).

17. **What percentage of the faculty is in active research (guiding research scholars, operating projects, publishing regularly, etc.)?**

    ☐ 11% of the full-time faculty are in research for their doctoral programmes.
    ☐ 22% of the full-time faculty are into publication of papers.

18. **List the major thrust areas within the subject in which research activities are being pursued.**

Name of Faculty Member	Subject	Thrust Area
Prof. Suman K. Mukherjee	Economics	Industrial and Economic Development
Prof. B. K.Dutta	Law	Juvenile Delinquencies
Mr. Debangshu Chakraborty	Human Values	Leadership and Motivation:A Critique of the East and the West

19. **Give details of ongoing projects funded by external agencies.**

None

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any
Not Applicable			

20. **What are the basic and advanced facilities, available and (like botanical garden, field laboratories, animal house, computing facility, major equipment, mortuary, post mortem facilities experimental surgery and medicine facilities *etc*.) acquired over the years?**

Facilities available within the Department of Management		
Computer Laboratory	LAN Servers	2 nos.
	Desktop Computers	72 nos.
	Inkjet Printers	2 nos.
	UPS-3000VA	6 nos.

		Window Airconditioners	6 nos.
		LAN Connectivity	L.S.
II	Computers in other areas	Pentium III Computers *(In Audio Visual Room)*	1 no.
		Pentium II Computers *(Library)*	1 no.
		Pentium I Computers *(Office)*	1 no.
		UPS – 1500 VA	2 nos.
		Colour Printer	1 no.
III	Audio-Visual Room	Multimedia Projector	1 no.
		Overhead Projector	1 no.
		Television (with AGP Card)	1 no.
		Public Address System (Amplifier – 1, Speakers – 2, Microphone – 2)	1 set
		Chair-table combo sets	100 sets
		10-Ton Package Airconditioner	L.S.
IV	Classrooms	Overhead Projector	3 nos.
VII	General	EPABX System	L.S.

21. **What is the total number of publications (add the list) of the department in the last five years?**

Text Books:

- Prof. Suman K, Mukerjee, "Textbook on Economic Development",M/s Orient Longmans limited, Kolkata, 1994 and reprinted 2002.

- Mr. Debangshu Chakraborty, "Leadership and Motivation: Cultural Comparisons" to be published on November 2003.

Book Reviews:

- Mr. Debangshu Chakraborty, "Patterns of Work Culture: Cases and Strategies for Culture Building" by Jai B.P.Sinha in the journal of Human Values(Vol. 7, No.1, 2001)

- Mr. Debangshu Chakraborty, " Work Motivation Models for Developing Countries" by R.N.Kanungo and Manuel Medonca (eds.) in the journal of Human Values(Vol. 7, No.2, 2001)

- Mr..Debangshu Chakraborty, "Can organisations Develop Leaders: A Study of Effective Leaders" by Ishwar Dayal in The Alternative (Vol. 1, No.1, 2002)

Research Papers:

- Prof. Suman K. Mukerjee, "Globalisation" submitted in the conference proceedings of Jadavpur University Alumni National Seminar, Kolkata (2002).

- Prof. Suman K.Mukerjee, "Social Security for self employed professionals" in the books of ESI International Seminar, Kolkata (October, 2001)

- Mr.Debangshu Chakraborty, "East-West Perspectives Leadership: A review". *Submitted to Journal of Human Values.*

Editing:

- Prof. Suman K. Mukerjee has edited 28 full page Management issues as:

  - Consultant to Business Standard for Perspective 2000-2001 – an IOC sponsored page on Management

  - Consultant to Hindustan Times for Perspective 2001-2002 – an IOC sponsored page on Management.

  - Columnist to Times of India for the modern section of The Education Times 2001-2002.

22. **Have any one of the teaching programmes been dropped because it lost its immediate relevance or because it was not viable?**

    None

23. **What is the average work load in terms of actual contact lectures per week per teacher?**

    FULL TIME TEACHER: 8 actual contact lectures per week per teacher

    PART TIME TEACHER: 4 actual contact lectures per week per teacher

    (Each lecture is of 100 minutes duration. Contact lectures are considered to be theory and computer laboratory lectures to the complete batch.)

24. **What is the average time spent by a teacher with students and how much time is spent on committees that deal with academic matters?**

    AVERAGE TIME SPENT WITH STUDENTS:

    Full-time teacher – About 24 hours per working week, as under:

    ❑ **Curricular–** About 19 hours per working week

16 hours per week are spent primarily in giving theoretical lectures, conducting practical classes, guiding individual seminars/projects and for extra-class discussions. 3 hours/week is spent for students contact wherein the students clarify their doubts.

- **Co-curricular activities** – About 3 hours per working week
  Spent primarily in organizing college-industry interactive talks/workshops, special lectures by Guest Faculty / experts, exhibitions / laboratory displays, field trips / educational excursions, seminars for the Department/Section.

- **Extracurricular activities** – About 2 hours per working week
  Spent in participating within the various 'Activity Groups' of the Department. Each teacher, undertakes the organizing of some particular activities; to name a few – extension activities, placement support, cultural programmes, debates, drama/dance/music competitions, publishing activities, students' counseling, college development programmes, and holistic development workshops.

Part-time teacher – About 9 hours per working week, as under:

- **Curricular** – About 7 hours per working week
- **Co-curricular activities** – About 1 hour per working week
- **Extracurricular activities** – About 1 hour per working week

TIME SPENT WITH COMMITTEES ON ACADEMIC MATTERS:
(In addition to the 'Average time spent with students' above)

Full-time teacher – The time spent here is person-specific, as shown below:

- As 'Faculty Council' member – About 2 hours per working week
  Core faculty who constitute the 'Faculty Council' of the Department,along with the Director (Education) meet up to discuss academic functions of the Department.

Part-time teacher – No part-time teacher is a formally appointed member of any academic committee.

25. **Does the department monitor overall performance of students through regular assessments?**

Yes ☑   No ☐

If yes, give methods and details of assessment.

The overall performance of students is monitored by a structured assessment system, as below:

❑ **Regular Class Assessment** of students by the subject teacher during **Interactive Sessions – Group Discussion** and **Question-and-Answer Sessions** (primarily during theoretical lectures) a well as through study of **students' application of skills** (primarily in computer classes).

❑ **Daily MIS (Management Information System)** on printed forms is used to note the punctuality, regularity and application for each and every class. Students diverging from norms are required to submit written application giving explanation and seeking pardon for lapses.

❑ Monitoring of students' performance through Tutorial Classes / Home Assignments / Projects / Presentation of Seminars / Term Papers assignments / Group discussions. These specially help provide information on students' communication and presentation skills, as well as their interpersonal behaviour and attitudes towards teamwork.

❑ Continuous evaluation of the students academic performance is done through two sets of formal examinations/tests held in each session/semester. Assessment results from these constitute the 'Internal Assessment' of 30% within the results of the university examinations. The marks are forwarded to the university to be computed accordingly.

❑ University Examinations.

❑ Extra-curricular activities reveal significant information on students' overall behaviour and applications.

26. How do the teachers update themselves for discharging their teaching/research responsibilities? Give details.

Teachers update themselves through a variety of ways:

❑ BOOKS

◆ The noted annual 'Calcutta Book Fair' is a regular conglomeration of all renowned publishers operating in the country. Visits to this fair ensure latest and exhaustive information regarding books and magazines.

◆ Full Internet connectivity helps teachers to browse for latest information regarding books, papers, journals, periodicals and others.

◆ Teachers with the help of the librarians, are in regular correspondence with publishers of books in related subject areas.

Thus, new titles are reviewed and orders placed accordingly. The updated library becomes a rich source of reading material for the teachers.

❑ INDUSTRIAL LINKAGES

◆ These prove to be powerful means of continuous updation.

❑ SEMINARS/ WORKSHOPS

◆ Teachers of this Institute have been attending seminars both as resource persons and general participants.

❑ OTHERS

◆ Other than academic updating, teachers have also concentrated on honing their teaching methodology and communication skills by attending workshops that contribute towards development of their knowledgebase integral personality

27. What is the annual budget allocation of the college to the department?

The budget allocated to the department for the Financial Year 2003 – 2004 is **Rs. 85.75 lakhs.**

28. How much of research funding has been generated by the teachers from other agencies?

None

29. Do the teachers offer consultancy services and earn revenue for the college/department?

Yes ☐   No ☑

Proposals have been formatted. Research paper and policy papers have been given to ESI, Government of India.

If yes, how much has been earned during the last two years?

Not Applicable

30. Furnish the following details:

Particulars	UG	PG	Research
Ratio of applications to available seats *(For the Session 2003 – 2004)*	4:1	N.A.	N.A.
Success rate (examination results) *(For examinations held in May – June 2003)*	NA	N.A.	NA
Progression to higher education rate	N.A.	N.A.	N.A.
Employment rate	N.A.	N.A.	N.A.
Ratio of part-time teachers to full-time teachers *(For the Session 2003 – 2004)*	1:1	N.A.	N.A.
Ratio of academic staff to administrative staff *(For the Session 2003 – 2004)*	20:3	N.A.	N.A.

31. Furnish the following data:

- ❏ **Ratio of students to teachers**   : 13:1

- ❏ **Number of research papers published**   : 2

32. Has the department received any special support for teaching or research?

Yes ☐   No ☑

33. Any other information which highlights the unique achievements of the department:

- ❏ The course curricula is unique in itself as there is an **internship** and specialisation unlike most other BBA curricula of this region.

- The gradation criterion is **steeper** than other similar courses. The pass percentage is minimum 50%, 1ˢᵗ Class minimum is 65%, and 1ˢᵗclass with honours is 75% and above.

- The teaching staff is highly experienced and most of them have **noteworthy industry experience**, which is so necessary for management studies. A brief overview of their industrial experience as on date: Prof. Suman K. Mukerjee – 24 years, Mr. A. N. Roy – 30 years, Ms. Sarboni Dutta – 2 years, Mr. Milan Bhowmik – 21 years, Mr. Partha Sarothy Sengupta – 20 years, Dr. (Mrs.) Ranee Kaur Banerjee – 6 years, Mr. Dibakar Chatterjee – 23 years, Mr. Bijoy Kumar Dutta – 35 years, Mr. Barun Das – 27 years, Mr. Sujoy Gupta – 26 years, and Prof. S. K. Chakroborty – 3 years.

- Two faculty members have even further special achievements –

  Prof. Suman K.Mukerjee, Director (Education):

  - Has been a resource person and presenter for University Grants Commission open university National Television Programmes on Economic Development and Planning through INSTAT T.V. National Network Programmes between the years 1987 and 1994.

  - Has authored several articles in leading dailies and economic journals apart from 35 papers in international and national conferences.

  - Is the Quiz master, National management Quiz, All India Management Association for NMQ 2002,2003 for All India centers: Mumbai, Delhi, Chennai, Kolkata.

  - Is currently working on two more text books titled: "The Small Sector and Global Ancillarisation of Small and Medium Enterprises" and "Environmental and Natural Resource Economics."

  Mr. Debangshu Chakraborty:

  Has number of research papers awaiting publication.

- There is a **student-teacher contact time** every working day for academic and personal counselling. Apart from these co curricular counseling is available in the activity classes of 2 hours in each week for every class. Every week for 2 hours students and teachers participate in yoga and meditation programmes.

- **Value based education** is at the core of our education system. Special subject "Management of Human Values" is taught to students in the 2ⁿᵈ semester itself. Internationally acclaimed and highly respected Prof. S. K. Chakraborty of *Indian Institute of Management*, Joka is a guest lecturer for this subject in our institute.

- In March 2003, the Department of Management was selected by the **British Council** as the institute from Eastern India for links and collaborations with leading **British Business Schools**. Our Director (Education) represented the Institute at the Council's conference, and

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acquired Academic Agreements from these leading Business Schools – **Interactive University (Edinburgh Business School), Stuart Clyde University, Glasgow Business School, and Robert Gordon University;** while **Northumbria University (Newcastle, U.K.)** went in for detailed articulation with us at the undergraduate and postgraduate levels.

☐ Similar proposal as Northumbria University (MoU) has been received from Luton University for a '2+2' and '3+1' programme.

☐ Luton University and Northumbria University have expressed there desire to set up research and consulting programmes with us.

☐ Luton Business School has offered to open a partnership entrepreneurship center with special thrust and emphasis on small business management.

☐ Netaji Subhash Open University has invited our Director (Education) on their board of advisors for the management and entrepreneurship programmes.

☐ Bengal Chamber of Commerce and CII have invited Director (Education) to join in their sub-committee for industry, and have also expressed keenness to work with the department in the same areas.

SELF-STUDY REPORT
PART II

SELF-ANALYSIS

Preface

Commencing from a rather humble beginning of teaching social etiquette to urban housewives, *Smt. J. D. Birla Institute* has evolved as on date into a premier educational (institution) triptych of the Departments of Home Science, Commerce and Management. The journey has been demanding yet illustrious, awakening its travellers towards achievement of pristine knowledge.

The Institute's commencement of activities in June 1962 was a result of a pioneering impulsion within Smt. Sushila Devi Birla, wife of noted industrialist Sri L. N. Birla, who had identified the need for imparting scientific training in Home Science to meet the emerging needs and challenges of contemporary society. It was registered under the *Societies Registration Act 1860*, and founded by ladies belonging to the Marwari community, a linguistic minority in the state of West Bengal. The institution was then administered and managed by *Calcutta's Ladies Association,* which later in 1994 amalgamated to *Sukriti Education Society*, the latter there upon being established as the sole sponsoring body for this private unaided college. The college enjoys protection under *Article 30 of The Constitution of India*.

The teaching of Home Science, encompassing proficiency and training in the sciences as well as the arts, continued unabated through introduction of certificate, diploma, undergraduate and postgraduate degree programmes, on to the crowning glory of a Ph.D. Cell – all in a span of 20 years. The association with *Jadavpur University* was and remains an enriching experience, ever since 1963 when the university granted affiliation to the college, and subsequently to all its programmes. The college owes, in large measures, the spirit of academic freedom and enterprise in its initiatives to the affiliating university, which at present holds recognition by the *University Grants Commission (UGC)* of India as one of the first five universities in the country credited with 'Potential for Excellence', as also having been accorded the highest grading and accreditation of 'Five Star' status by the *National Assessment and Accreditation Council (NAAC)*.

Not willing to rest on its laurels, the college has been relentlessly inspiring its faculty to concentrate upon honing its teaching skills and widening their knowledge base. The indefatigable efforts of the Principal and her dedicated team members have spearheaded the metamorphosis of Home Science at the college from an essentially 'home' (domestic) related science to a vocational discipline that guides its benefactors towards productive and gainful employment. The induction of the Department of Commerce in 1997 and Management in 2002 have further reinforced this attribute to a yet greater professional alignment.

Throughout the upward gradient of academic progression, the college has crystallised its mission and objectives, both in formulation and practice. Its mission of 'creating and maintaining an environment wherein the learning process ensures holistic development of its stakeholders' has thus found realisation in the richness of interdisciplinary studies traversing a cross-section of curricula of its three departments.

As befits an institution of this genre, its extension activities – both extensive and intensive in nature – are aimed at creating a partnership of campus and community, where an all-encompassing approach

to a collaborative scholarship through engagement can contribute to research and service missions. Through the curricula and supplementary measures, the college is committed to rehabilitation work amidst the underprivileged within all sections of the society. Such efforts find fruition in its diverse involvements – the very successful *'Each One Teach One'* project as part of Adult Education and Literacy campaign, *'Sevika'* project for street children, National Integration Camp organised by the *National Service Scheme (NSS)*, and in educating the general public on nutritional aspects of wheat intake in collaboration with *US Wheat Associates.*

For effective facilitating of all its varied yet interrelated activities, the college has instituted a number of committees, each with student members and teacher coordinators. Many of these, such as the Alumni Association, 'Bridge and Remedial Courses' Activity Group, Career Guidance and Placement Cell, 'Research, Projects and Seminars' Activity Group, 'Computer and Centralised Media Services' Group, 'Extension Services' Activity Group, and Holistic Development Cell, have already embarked upon conscientious dissemination of their responsibilities.

The physical development of infrastructure has been an able partner in the realisation of all academic goals of the college, both short term and long term. The present campus at 11, Lower Rawdon Street was purchased as a two-storeyed bungalow for its excellent geographical location vis-à-vis of the city of Kolkata. Subsequently, the existing building was designed especially for an educational institution in a climatic setting such as ours, and construction was commenced in1968. Brought up in two phases over 10 years, the three floors of the building with its classrooms, laboratories and support services, have successfully served the assorted requirements of the college.

Right since the introduction of the Department of Commerce, regular restructuring-cum-control of prudently designed temporal plans have ensured that all interior spaces have been productively and continuously occupied over large working hours. However, with the launch of the Department of Management, the infrastructure could not be adequately augmented for this new occupation. To remedy the situation, a Satellite Centre at 1, Moira Street, geographically close to the Lower Rawdon Street campus, was inducted into the physical fold of the college. It may be prudent to mention here that all funding for the infrastructural additions/ expansions have been made available to the college by its sponsoring body – *Sukriti Education Society*, with the college having fulfilled required *UGC* criteria (as eligibility for grants) for books and equipment only.

The college finds gratification in the growth and development of its essential learning resources, namely, the computer centres, libraries and laboratories. Its high-tech UG and PG computer centres have received *UGC* aid, the PG Centre having been funded through *'COSIST'* under *'The Emerging Areas – Environmental Science Programme'* of *UGC*. In addition, the college has kept itself updated by providing digital technology to its libraries, Audio-Visual Room and administrative offices, along with modern-day services of Internet access, ISDN lines and LAN connectivity.

A stimulating academic environment, so necessary for the wholesome growth and maturing of young minds, has been created conscientiously and uplifted regularly, through subtle changes of institutional perception. This has as much been possible through the apolitical framework of faculty and student bodies, as through its considered and preserved organisational and managerial framework.

Within such an environment that is a prerequisite to an *Institute of Higher Education*, the inseparable twin functions of 'Knowledge Creation' and 'Knowledge Management' shall certainly and consistently find their symbiotic accomplishment – this is our conviction!

Reasons for self-study: Introspection and self-analysis have traditionally served as regular exercises in the development of this college. However the process, being sporadic and disconcerted, had never reached the status of self-assessment directed towards a vision for the future.

The college was introduced to the system and requirements delineated by *NAAC*, for its process of assessment and accreditation, by the affiliating University. Since then the college has taken up the procedure in earnest, with complete concurrence in *NAAC's* belief that 'an institution that understands itself – its strengths and weaknesses, its potentials and limitations, is likely to be more successful in carrying out its educational mission, than ones without such self-awareness'.

Preparation of the report: Preparations of the self-study report for *NAAC* were spearheaded by a 10-member steering committee with its coordinator at the helm. Organisation of data was effectively documented by faculty members from the three departments of Home Science, Commerce and Management, and all other support services were rendered by the technical and administrative staff of the college.

Criterion-wise Analysis

❑ **Criterion I: Curricular Aspects**

The mission and objectives of the institution have been traditionally stated and translated through the design of its curricula. With regular restructuring and updating of these, the mission and objectives too have been reviewed, and the same have been communicated informally to its faculty, scholars and the affiliating university. Systematic communication of the mission and objectives to its prime stakeholders – students, faculty, staff, management, parents and society – has been only initiated recently (April 2003) during the process of preparation of Self-Study Report to *NAAC*. This has been done by incorporating them into the college prospectuses and on display wallboards at the college campus.

The institution's departments of Home Science, Commerce and Management offer eight degree programmes – three undergraduate, four postgraduate and one doctoral. The framing of subjects and their syllabi, especially for the Home Science and Business Administration discipline, reveals a wide gamut of teaching-learning experiences planned out towards the institution's mission of 'creating and maintaining and environment' that ensures 'holistic development' of its participants.

B.B.A. and B.Com. programmes focus upon subjects ranging from *Business Mathematics/ Communication* to people-centric subjects as *Management of Human Values, Ethics* and *Environment*. The B.Sc. and M.Sc. curricula of Home Science cover a wide range of sciences in subjects ranging from *Physics* (the most exact of the exact sciences) to *Resource Management* (the most inexact of the inexact sciences). Curricular aspects are aptly complemented by implementation of co-curricular activities such as college-industry interactions, exhibitions, field trips and excursions.

An astute mix of theoretical and practical subjects contributes to the institution's first objective of acquiring 'knowledge and skills in the pursuit of academic excellence'. The UG and PG programmes in Home Science emphasise upon practical papers for the experiential orientation of knowledge acquired in theoretical papers. This has resulted in a consistent proportion of knowledge to skills in a remarkable 1:1 (almost) ratio. Business Administration curricula hone skills through *Industrial Training* and other real-life/simulated situations; however, the Commerce discipline appears to require earnest deliberations upon strengthening of the practical component of curricula in their forthcoming reviews/revisions.

Elementary research through seminars and project work has been prearranged within all UG programmes. The PG programmes specially accentuate upon the probing of the known to reach the unknown through allocation of a high percentage of time and marks to every student's individual Project and Dissertation.

Information Technology (IT) and Computer Training have been progressively introduced into all degree programmes. Currently, each curriculum at the college is working towards furthering these professional and entrepreneurial skills of its learners, which is the institution's second objective of educating 'within a dynamic system'.

The macro aspects of the institution's academics have also shown significant dynamism. Although begun essentially to provide higher education in Home Science, the college gradually diversified itself with addition of the Department of Commerce (in 1997) and the Department of Management (in 2002), to keep up with the needs of the society and learners that it has always sought to serve.

Every review (and subsequent updating) of curricula has consistently aimed towards desirable professional and vocational placements of scholars for their career design and development. Such modifications have been always implemented after deliberations upon several other operating curricula around the country, as well as in consultation with academic peers and professional experts. The upgraded curricula have consequently, at any given point of time, been kept at par with national standards. In fact, the *World Education Services* (U.S.A.) has recently (in 2002) evaluated our UG and B.Ed. programmes of 1981-82 in Home Science as been equivalent to three years of UG study and B.Ed. study respectively at any U.S. university. The institution is presently in the process of acquiring such evaluations for its recently updated curricula too. At this point we do note that review and updating of curricula for the Department of Home Science have been not frequent enough – an issue that needs to be addressed in approaching times.

With its traditional aim of providing comprehensive Home Science education, the college has brought in significant changes in the micro aspects of its academics too. This has been achieved by establishing

required diversifications 'within' this discipline through introduction of five essential Sections (areas of specialisation) at the B.Sc. level, and three sections at the M.Sc. level. It sees further fruition of this vision in the near future with the projected addition of the other two Sections at M.Sc. level. The introduction of the one remaining area of specialisation, that is, Extension Education, has yet not been envisaged. The highly required and demanded M.B.A. and M.Com. degree programmes shall also be launched very shortly (2004 – 2006). All this shall help realise its current vision for the three departments, and additionally, also cater holistically to certain local and regional needs.

The college offers flexibility to its learners through substantial horizontal mobility amid the departments. However, the provisions of choosing within elective and non-core options are weak, and need to be enhanced.

Three complementary curricular aspects that the college sees as its strengths may be reiterated as –

- With the inculcation of environmental studies into the curricula at various levels of studies, the college has attempted to create good citizens in a generation belonging to a highly urbanised society. The subjects related to extension work have helped organise outreach programmes for benefit of the underprivileged sections of society.

- All programmes of the college, along with their ancillary supports such as seminars and field trips, are organised with distinct inter- and multi-disciplinary bias.

- All departments take pride in having adopted curricula that have been initiated with built-in facets of vocational application. Additionally, the vocational orientation of Home Science has given to its beneficiaries, who are mostly women, empowerment through education.

- Through teaching of art and traditional crafts of the country, in different Sections and levels, the Home Science curriculum imbibes knowledge and respect for the culture of West Bengal, and of the entire country.

❑ Criterion II: Teaching-learning and Evaluation

The transparent admission process at the college is executed for the B.Sc. and B.Com. degree programmes through review of candidates' academic records and conducting of interviews. Special entrance tests are conducted for the B.B.A. and four PG programmes. This combination of admission criteria works well in selecting candidates into the concerned degree programme. However, it is felt that raising the cut-off marks from the current level will succeed in attracting candidates more suited to these studies.

The initial impetus to students' teaching-learning experiences is provided through construction and implementation of teaching-plans. The Department of Management constructs this for its entire syllabi of each subject in its individual, detailed 'Lecture Schedule' (well-supported by recommendations on learning resources), which is made available to the entire batch at the beginning of a semester. This is an exemplary self-designed proactive tool in facilitating and monitoring the execution of the teaching-learning plans. Implementation of the 'Lecture Plans' at the departments of Home Science and Commerce however need to be systematised and regularised.

The customary 'lecture method' of teaching is essentially adopted; supplementary methods are appended to shore up the learners' transformation from (may be) passive observers to active, informed and reflective learners. This is achieved by relevant methods such as group discussions, laboratory demonstrations and individual attention to students in practical classes, field visits, industry interactions and lectures by experts. The highly practical-oriented Home Science programmes find easy references at the various Resource Centres / Material Museums of individual Sections/subjects. Human Development students actively resort to be role-play for internalising subject matter – the college has its own operative Nursery School within the Main Campus for such experiences. *Resource Management Training* for Home Science students is a special learning process wherein small groups of students undergo supervised residential stay to become skilled at the all-encompassing management of family resources in a 'truly' real-life situation.

Certain visual aids – charts, posters, specimens and models – are efficiently generated in the Art, Computer and Science Laboratories of the college, and effectively used for dissemination of lectures, both theoretical and practical. The college does not have sufficient facilities for preparation of audio and video teaching tools. This limitation shall be overcome very shortly in the coming up of its Audio-Visual Centre with state-of-the-art equipment and features.

The institution has recruited adequately qualified teaching staff, which is provided with sufficient opportunities to attend development programmes such as orientation/refresher courses, seminars, symposia, workshops and conferences. This helps in logical interpretation, review and updating of the curricula, as also improvement in the design of teaching form and content.

In speaking about the competency of its faculty, the college understands that this aspect cannot be inferred by an analysis of their qualifications only. As has been revealed to us during the preparation of self-study report (for *NAAC*), true competency can really be judged by a consolidated application of diverse methods of appraisal – teachers' self-appraisal, peer group appraisal, and students' appraisal of their teachers. Non-introduction of approved formal self-appraisal formats as designed by Human Resource Development (HRD) experts, as well as peer group appraisal systems, is identified as a drawback of the institution's monitoring of its teaching-learning systems. However, identification of this drawback has certainly provided inspiration for undertaking corrective measures.

In this connection, it is heartening to note that 'Students Feedback on Teachers' (as suggested by *NAAC*) was collected and analysed during August–September 2003. The students from the departments of Home Science and Commerce have identified three prime desirable strong attributes of their teachers as their knowledge base, sincerity/commitment, and communication skills (articulation and comprehensibility). The two major weak attributes of the teachers have been seen in their abilities to design comprehensive assignments and to integrate across courses. The identified strengths are appreciated and shall be fortified; the weaknesses will be analysed and negated with required support. A noteworthy feature of the feedback is the students' near-unanimous opinion about the faculty, which points towards consistency in teachers' performances. Further, consolidated analysis of all feedback reports suggests that teachers must undertake added co-curricular activities within well-defined multi- and inter-disciplinary ventures, with immediate effect.

Assessment and concurrent evaluation of students' performance is an on-going process that commences immediately after their admission into a study programme. Initial Assessment brings out the individual differences among learners, and also helps identify the educationally disadvantaged and advanced learners for further design of specific teaching methods required for such individuals. Some bridge/remedial courses have been initiated during August 2003; enrichment courses are still on the anvil. On the other hand, a chartered course with a well-defined zone of no ignorance has always been worked out for advanced learners through the provision of special challenges – academic and otherwise.

With the institution's mission of ensuring 'holistic development' of its scholars, the overall evaluation of students' performance is a combined analysis of their curricular, co-curricular and extra-curricular participation and application. This data reveals a wide range of information on their various attributes – quest for knowledge, conceptualisation of subject matter, application, creativity/innovation, communication and presentation skills, initiative, interpersonal behaviour, team spirit, leadership qualities, motivation and general attitudes.

In terms of evaluation, the institution takes pride in a highly streamlined and timely procedural system of establishing examination schedules, conducting them and publishing their results. With affiliation to Jadavpur University, the results of university examinations have always been published within a couple of months of conducting them.

The college has recently collected 'Students Programme Evaluation' on their entire campus experience through the structured questionnaire format suggested by *NAAC*. Certain notable observations of the learners, as revealed by this process, regarding their teaching-learning experiences are –

- The practical component of courses at the college are sequenced integrally with theory classes.
- The existing internal evaluation system is desirable.
- Existing internal assessment procedure is believed to be conducive to regular work.
- Students believe that they have become better informed and skilled with their study here.
- Student-teacher relationship at the college is good.

The entire system of teaching-learning and evaluation, as above, has been made possible by the working together of several college level committees such as Academic Councils / Faculty Council, 'Research, Projects and Seminars' Activity Group, the Ph.D. Cell, and 'Bridge and Remedial Courses' Activity Group. All these groups/committees have been judiciously coordinated together, along with macro-level coordination of academic committees of the college with relevant committees at the affiliating university – University Court, Executive Council and Faculty Council.

The institution has established an international linkage in a Memorandum of Understanding (MoU) with *Northumbria University* (Newcastle, United Kingdom) for student exchange facility, faculty exchange programmes and other teaching/research related features. The department of Home Science has established certain national linkages for teaching/research with organisations such as *MON, Institute of Jute Technology (IJT)* and *National Institute of Research on Jute & Allied Fibre Technology (NIRJAFT)*. However, it is felt that the two departments of Commerce

and Home Science need to sharpen their teaching-learning outlook by increasing and widening their academia-academia and academia-industry linkages – only then will 'data' assimilate into 'information' for further progression through 'concepts' towards 'knowledge'.

❑ Criterion III: Research, Consultancy and Extension

Research, as probing of the known to reach the unknown, is a scholastic activity taken up by the students of this college as part of the curriculum, as well as by the teachers for the advancement of their knowledge base.

As curricular facets of the academic programmes, this rigour of inquiry is an especially significant activity within the PG (M.Sc.) degree programmes of the Department of Home Science. Every final year M.Sc. student is mandatorily required to write a Dissertation in fulfillment of the requirements of the degree programme, which is given due importance in high allocation of study time and marks. The affiliating university, that is, Jadavpur University refers to this dissertation as 'Mini Thesis'. This is preceded in the first year by presentation of a Project, which in turn is termed here as 'Mini Dissertation'. Each Dissertation/Project is undertaken under the exclusive guidance of a faculty member.

Several teachers are involved in guiding these Dissertation/Project at the college. However, individual research by the teaching faculty in terms of pursuing doctoral studies, publishing regularly, guiding doctoral research, and operating projects is being undertaken only by a marginal percentage of teachers. This is looked upon as a serious shortcoming for an institute of higher education such as ours. To alleviate this situation, a 'Research, Projects and Seminars' Activity Group has been recently instituted at the college. This Group shall work at an active interface with the Ph.D. Cell in consistently promoting required research and research-related activities.

The college also needs to sincerely concentrate upon initiating projects (self-funded or otherwise), as well as publicise its available expertise for consultancy services.

The college finds satisfaction in the exhaustive extension activities undertaken by it, especially since these are embedded within its curricula that are strongly designed for academic excellence in this realm of service-integrated learning. The institution has divested responsibility of teaching of extension services in as many as 10 of its faculty members (three part-time, four full-time, and three in additional charge) who take up such subjects, mostly in the UG Home Science programme, and are also engaged in constructive and remedial social actions. The experiential translation of these theories, as well as the working of activity groups such as 'Extension Services' and the National Service Scheme Cell (NSS Cell), has found expression in several types of neighbourhood services – community development, adult education and literacy, environment awareness, social services and AIDS awareness – to name a few. Some such programmes are *'Each One Teach One'*, *'U.S. Wheat Project'*, *'National Integration Camp for Women'* (under the aegis of NSS), and *'Sevika Project'*.

Faculty members and students are constantly motivated to participate in extension work, both from the exclusive college platform as well as in collaboration with NGOs, through awareness of

the importance of personal and spiritual growth, as also of gaining skills in the exercise of democratic leadership and of achieving satisfaction in working towards the betterment of the larger community. Some of the NGOs that the institution collaborates with are *CINI (Child In Need Institute), CINI ASHA, Calcutta Samaritans, SOS Villages of India* and *IPER (Institute of Psychological and Educational Research).*

The student volunteers and programme officers of NSS especially concentrate on functions that encourage national integration of diverse cultural, traditional and ethnic societies, which promotes neighbourhood/community service and self-development through learning and reflective thinking.

Further widening of outreach activities of the college are being envisaged in association with NGOs such as *CRY (Child Relief and You)* and *Interlink.* These activities would focus upon rehabilitation activities within underprivileged sections of the society, especially children in slums *(bustees)*, remand homes and juvenile cells.

A significant reawakening initiative towards 'research projects' has resulted in the institution being associated with a project entitled 'Extraction of Natural Dyes from Waste Flower' under the aegis of Department of Chemical Engineering, Faculty of Engineering and Technology, Jadavpur University. As a part of this larger platform, a component project taken on entirely by the institution is to commence very soon, with funding arrangement by the college sponsoring body.

❑ Criterion IV: Infrastructure and Learning Resources

Macro-level logistics at the college have always been undertaken with focussed and unified perspectives on its three fundamental elements – academics, infrastructure and finance. This coalesced approach to development has recurrently secured optimal utilisation of its infrastructural elements with concomitant diversifications/developments in its academia.

The entire evolution of the infrastructure at the college, since its beginnings in 1962 until date, has been elucidated in its Master Plan (*Appendix I*). At every phase, from its unassuming beginnings in a two-storeyed residential bungalow structure to the fully-blooming potential of the existing three-storeyed building designed specially for an educational institution, the college has consistently made sure that its physical facilities be utilised rightfully. In the present day, a wide array of programmes – UG and PG in Home Science, UG in Commerce, and Short Term Courses in Home Science – are all being conducted slickly in this building (Main Campus) through regular restructuring-cum-control of a prudently designed temporal plan of its various programmes. Use of interior spaces at the Main Campus for a range of functions are juxtaposed such that the building is productively and continuously occupied from 6:30am to 7:30pm on regular working days. In addition, the college has established its Satellite Centre to house its Department of Management, and rented a Guest House to conduct its Residential Management Training. The subsequent units of the Satellite Centre and Guest House have been selected keeping in mind their geographical proximity to the Main Campus. Nonetheless, the college is aware that this physical distribution of spaces, however close, does create a lacuna in communication and managerial coordination.

These key physical infrastructural structures are well-integrated with the institution's learning resources such as libraries, computer centres and laboratories.

The college does not have a Central library per se; it works through its two libraries, one each at a Main Campus and Satellite Centre. A prearranged 'Library and Information Centre' Committee that is coordinated by senior faculty members act as a go-between with library staff. Well-reasoned advisory committees provide able support and guidance to the librarians and library coordinators. Recommendations lay special stress upon the cardinal academic functions of the libraries, as also in their promptness to act as sound student support services. These libraries have steadily added to their stock of books, journals/periodicals and magazines, which has been aided through the regular availability of substantial Book Purchase Funds from *UGC*. Also, the Faculty Reading Room is contiguous with the library for efficient referencing by the teachers. The major library facilities have been recently computerised to increase general productivity. However, it is observed that the important facilities of Book Bank and inter-library borrowings that are yet not available can be brought in conveniently. Along with, the library plans to make sincere efforts in introduction of on-line browse, search and purchase of learning resources, and focus upon increasing its digitised (audio and video) learning stock.

The college identifies its special dynamism in available learning resources within its UG and PG computer centres. Electronic facilities are also available in the libraries, Audio-Visual Room, Faculty Reading Room and administrative offices. Hardware in terms of nearly 100 desktop computers with attendant printers, scanners and other peripherals; software in terms of database management systems (DBMS), design packages, mathematical/statistical computing systems, financial accounting package and other wide-ranging software; bonus features as in LAN connectivity and Internet access over ISDN lines – all provide learning sustenance that is adequate in standards and quantity for the three departments of the institution.

The two computer laboratories at the Main Campus, one each for UG and PG programmes, were inaugurated in 1989 and 1996 respectively, with funding provisions under the *COSIST* programme of *UGC*. These have in recent times been amalgamated and upgraded into one large existence. Electronic amenities at these laboratories are effectively applied towards teaching-learning ends, namely, conducting of practical lessons in computer training, information search over the *world wide web*, computer-aided creative designing, statistical analysis for dissertation /projects, and preparation of digitised visual aids and other computerised presentations.

With the coming up of its high-tech Audio-Visual Centre with state-of-the-art equipment/features at the Satellite Centre (by December 2003), e-Media and e-Learning shall become integrated sub-systems of the college. Additionally, the college does propose to start using service support of inter-university centres like *INFLIBNET*. Developing of computer-aided learning packages however is still not on the cards.

The several science and art laboratories are the prized resources of the college. Designed scientifically by renowned architects, each laboratory, while being visually appealing, is decidedly functional and utilitarian. Specific counters/workstations, furniture, storage, seating forms, equipment, tools, utilities and services – as are required for the typical functioning of any particular

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practical class, are appropriately and comprehensively accommodated in all such areas/rooms. The college has progressively enriched these laboratories with all necessary and up-to-date equipment as required to conduct classes, with the aid of *UGC* grants. A hallmark feature of the college laboratories is the provision of separate work centres for individual students. This contributes to efficient development of personal skills and aids authentic evaluation of students' individual performances.

The college prides itself in its access to a 800-seater auditorium located at its Satellite Centre. It has already hosted an interdisciplinary national seminar on 'Green Consumption' at this venue; further plans of seminars/lectures to be held here are on the anvil.

The institution arranges prompt First Aid support for its staff and students. A full-time faculty member with medical qualifications makes medical advice and prescriptions available in emergency situations. The college's 'Health Services' Activity Group disposes health and hygiene awareness programmes. Medical support by the Institution is further sustained in the form of a 'Health Room' at the Main Campus, though this facility needs further augmentation.

The Sports Club, under the aegis of the 'Extra-curricular Activities' Group, addresses the students' basic physical needs of games and sports. Physical and infrastructural facilities are offered for several indoor games and certain outdoor play. However, with its sound belief in the human value of 'play', the college must conscientiously take up the goal of physical well-being of all its participants by undertaking added physical education activities, encouraging and arranging for regular outdoor athletics, and increasing students' participation in intra- and inter-college sports meets.

The college has normally catered to a very nominal percentage of outstation students, which has not created any defined requirement of captive hostel accommodation. Support of the housing needs of its few outstation students can be continually kept up through the institution's tie-ups with neighbouring private hostels.

Generally speaking, ample and satisfactory spatial resources are made available for all the academic and administrative operations at the college. All infrastructural elements are well managed through a mix of preventive and remedial maintenance measures taken up on a four-tier format – daily/regular, weekly/seasonal, annual/extended and need-based maintenance. The in-itself impressive and artistic building at the Main Campus is kept clean, green and pollution free through earnest application of concern, science and effort.

❑ Criterion V: Student Support and Progression

Students' overall campus experiences can be evaluated through support services made available to them in three distinct areas – academic counselling, career counselling and personal counselling. Students' minds are raw. Any carefully considered advice, that is well-designed in form and content, has and shall always contribute fruitfully to their development and maturity – which is why such mentoring have been consistent features of all departments at the institution.

Academic Counselling –

This commences with the former Orientation Lecture for UG degree programmes, held within the first week of admission, in which the Principal introduces the essential academic features of relevant programmes to the new students. Thereafter, all subject teachers are always available and approachable during working hours to scholars with special queries. These direct interactions and/or teachers' personal observation of students, reveal the need of mentoring for specific cases. The common problems of diffidence and/or general scholastic weaknesses are compassionately and thoughtfully addressed, and learners are directed into remedial efforts or courses. The highly motivated or talented prodigies are counselled through additional driving concepts towards challenging/exigent assignments. Such counselling is implemented in a one-to-one person format.

Special focus is given upon individual student monitoring and ensuring of one-to-one counselling in practical situations such as laboratory classes, seminars, field trips, projects and dissertations.

The college provides special academic counselling through two noteworthy systems –

- At the Department of Management, there is a system of Daily Contact Programme, wherein a student-teacher contact time has been built-in daily before the commencement of classes everyday, when teachers are available for academic counselling of the students.

- At the Department of Home Science, there is a system of giving talks for specialisation selection. Students of UG in Home Science are given special talks by five faculty members – one from each of the five Sections (areas of specialisation). Each teacher, while providing an overview of the relevant Section, also guides students on a one-to-one basis into the section she considers as suitable for the student vis-à-vis his/her academic records, capabilities and other attributes.

Regular and systematic academic counselling leads to many of our scholars being offered jobs at their places of internship (held around the final month of UG and PG programmes in Home Science). Companies such as *PEICO Electronics (Philips India), East India Hotels Ltd., Indian Hotels Pvt. Ltd. (Taj Group of Hotels), PS Group* and *B. M. Birla Heart Research Centre* have recruited some of our alumni.

Career Counselling –

Traditionally, only scholars interested in progression to higher studies or employment were given special counselling regarding various career opportunities available in the city and outside. The merits and demerits of each of these prospective directions, along with the specific fields of applications vis-à-vis a student's competency towards that direction, were elucidated. This informal career counselling has been complemented by the fact that the college has frequently received offers from various companies inviting and confirming our students' placements within their offices. Some such companies are – *Kitply Industries Ltd., GE (General Electric), Birla Sun Life* and *Nestle India Ltd.*

In providing career guidance, special emphasis was always laid upon highlighting the merits of self-employment, especially so because the Home Science discipline, unlike many others, opens up several options of entrepreneurial development. In fact, it is surely known through direct

personal contacts with our ex-students that a large number of them have opted for self-employment as entrepreneurs and freelancers.

The 'Career Guidance and Placement Cell' of the college has been established recently in July 2003. Intended to work on similar lines as an Employment Cell, it is coordinated by two full-time faculty members with the designation of 'Placement Coordinators' – an additional charge wherein they perform functions similar to that of 'Placement Officers'. The identified roles of the Cell are seen in facilitating students' establishment into preferred and suitable careers, and monitoring their success in chosen paths. It is now realised that these functions could have been initiated much earlier as vital student support systems; however, ever since its inception the cell has already made progress. A large-scale workshop for career guidance and placement was conducted in August 2003, wherein a well-known Human Resource Development Consultant and a Placement Consultant provided professional guidance.

Personal Counselling –

In considering the 'Human Factor', one is naturally and necessarily directed towards observing the 'Whole Person'. Work related and professional activities can find their real fruition only within a balanced personality. And it is here that personal counselling takes on it its special significance. Realising this, the college undertakes the following measures –

- The Principal / Director (Education) and the faculty take personal interest in guiding and helping students with such personal problems and provide valuable time in counselling such cases. Healthy interactions between teachers and students promote trust that helps students to come up with their problems without reticence, and discuss them. The problems are then catered to with full empathy, support and required confidentiality.

- However, since solution may very often be found in professional counselling only, the college has undertaken certain required measures by organising an introductory talk on 'Role of Counselling in a Student's Life' by an eminent psychoanalyst. The enthusiastic response to the programme resulted in the arrangement of a full-fledged 'Counselling Cell', which has appointed a noted and qualified counsellor to be available thrice a week at the college premises for our students (and staff, too).

The provision of financial aids to students is important in attracting them to the college and retaining them. This also provides increased access and wider opportunities based on equality. The college also believes that those who have an uncommon potential to contribute positively to society and are dedicated towards pursuing education should not be denied any opportunity to acquire quality education, irrespective of their ability to pay. This is taken care of by the provision of Merit-cum-Means Scholarships by the college, wherein the college offers a total waiver of tuition fees for the chosen UG degree programme, to a maximum number of five deserving candidates who are financially disadvantaged. However, with most of our students not coming from economically weak backgrounds these scholarships are frequently not utilised, and so it appears that efforts could be made to apply these available funds by narrowing the eligibility and restructuring these as purely Merit Scholarships. In addition to this, our scholars have been occasionally receiving direct financial support / scholarships from the central and state governments as well as the affiliating university.

Enriching campus experiences in terms of elevating scholastic activities with attendant controls have manifested in a high percentage (over 80%) of students completing their programme of study and taking the university examinations, as also in consistently remarkable results in these examinations that is brought out in the high success rate to the tune of 97% – 100%. Added to this, students have been inspired to pursue higher education at this college and others across the country and overseas. Data over the last two years inform that while over 73% of our UG scholars have progressed to further academics, a reasonably high percentage (45%) of PG scholars have moved on to getting employed. Of the latter, several have opted for self-employment while others have found suitable placements in reputed corporate houses, manufacturing firms, hospitality industry and educational institutions. Participation in games and sports, quizzes, dramatics, music and dance through related clubs founded by the 'Extra-curricular Activities' Group at the college, have enhanced the students' physical and intellectual make-up. The renowned annual 'The Inter-Institutional L N Birla National Debate' has always received active participation from our scholars.

Students' feedback on campus experience has unveiled mixed opinion about various facets of the college systems and sub-systems. The administrative offices of the institution were rated by them as helpful, aptitude of teachers towards extra-curricular activities was considered cooperative and encouraging, completion of the programme of study at the college made the students feel better informed and skilled, and they felt proud in talking about their alma mater. On the flip side, students opined that training in library and computer use was unsatisfactory, that their grievances were not attended to efficiently, and the on-campus health care facilities were wanting. The college has taken these criticisms in positive light by instituting certain committees, with student members and teacher coordinators, to take immediate upgrading measures.

Additionally, self-assessment in preparation of this self-study report has uncovered certain other areas of strength/weakness. The advantageous features of uninterrupted electrical power supply at the college, availability of on-campus public telephone booth, and maintenance of an immaculately clean and sanitary physical environment have proved to be effective support services. On the other hand, students' Common Room and canteen could expand their services and conveniences. Further, the college awards its annual 'Sushila Devi Birla Memorial Prize' to rank holders in all UG and PG batches; nonetheless, it could institute more awards for recognising and inspiring scholars' excellence in academics and extra-curricular achievements. The recently formed Alumni Association of the college may well be enthused to further its social/community service and cultural-recreational activities.

❏ Criterion VI: Organisation and Management

The college is cognizant that, as an 'organisation', its parts must relate well with each other while performing their special managerial functions (actions). Within its Input-Action-Output system, its essential functions – of planning, organising, staffing, leading and controlling, are therefore coordinated together towards achieving the enterprise goals. All efforts are made to ensure that the aims of its stakeholders – students, teachers, staff, management, parents and society, are strived

towards and that the resource inputs – human, capital, managerial and technological, are efficiently and effectively utilised. The apex management of the entire operations at the institution is vested in one ultimate *'Organisation Person'* – the *Principal*, who in addition to being the academic chief of the college also holds the final administrative authority in her designation as *Secretary* of the college. While this ensures that academic and administrative management move hand in hand, the Principal/Secretary additionally undertakes a direct one-point liaison with *Sukriti Education Society* (sponsoring body of the college) for financial operations as required, thus establishing a comprehensive academics-administration-finance management.

Academic processes and sub-processes are well-supported by the Academic Councils / Faculty Council (one each of the three departments), which are constituted bodies of senior faculty members representing various Sections/subjects in the concerned department. Some of their basic roles are preparation of the annual academic calendar and examination schedules, undertaking logistics for allocations of funds for books and equipment purchase, collecting students' feedback and conducting students performance audit. Significant academics activities such as design/review/restructuring of curricula and syllabi, planning and implementation of co-curricular activities, and students' evaluation and promotion are undertaken by the Principal within General Staff Meetings, wherein the entire teaching faculty contributes expansively to such academic decision-making. The Principal appropriately executes Academic Human Resource Audit and Academic Management Audit separately.

Additionally, with its belief that students are the prime assets of any educational institution, the college has instituted a well-structured Students Council, constituted of elected student members representing various batches/classes, who dispense their responsibilities under the coordination of assigned faculty members. This Council normally handles all curricular, co-curricular and extra-curricular students' performances with related suggestions/requests, though it appears that this body could be given greater legitimate power in executing its roles.

Administration of students' admission procedures, conducting of examinations, infrastructure maintenance and development are delegated to the Office Assistants by the Principal. Significant and often sensitive human resource management activities, especially staff recruitment, human resource development and performance appraisal of staff (teaching and non-teaching) are executed through the Principal's final authority. Also, the Principal, as member of the University Court (of the affiliating university), its Executive Council, Faculty Council and Examination Board, liaises directly with university systems – an appropriate arrangement wherein the *Organisation Person* also takes the college-university interface.

The college gives precedence to, when feasible, the staffing policy of 'promoting from within' in its recruitments. This has often led to increased job satisfaction and security amongst the employees, and also simplified the recruitment procedures.

Human power requirements at the college, as are identified by the Principal, show that the *Organisational Chart* as of now has built in the optimal number of teaching staff as are required for current academics. However, in times to come, with intended foray by teachers into increased

research/project activities, their actual contact lectures may need to be cut down upon, and these may augment the number of required teachers. Also, quality in academics demands that faculty members at the college be further motivated into research, especially personal doctoral research, to boost the quality of such human resources.

Also, although the college has a well-ordered system of checking the work efficiency of its staff, both teaching and non-teaching, it is felt that the system requires focussed attention in terms of emphasis upon precise computation of work efficiency through study of resource input and work output ratio, not forgetting the quality of product/service generated by these personnel.

Students' feedback upon teachers has been an informative and remedial endeavour. However, we feel that this requires to be further complemented through strong auxilliary methods of performance appraisal – self-appraisal, peer appraisal and employer appraisal – for effective assessment and human resource management. Specific faculty development programmes can then be correctly organised for career planning and advancement of these teachers. Grievance redressal of the staff could also then be suitably attached with their performance appraisal for cohesive employee management.

The college does provide certain welfare schemes for its teaching and non-teaching staff, which is taken care of through substantial finance allocation for this purpose in the annual budgets. Nonetheless, medical well-being and welfare of the employees could receive special thought, especially through provision of expanded health services and medical insurance for all.

Finance management is vested in the ultimate power of the Constituted Attorney of the sponsoring body of the college, who establishes macro-level revenue generation schemes vis-à-vis expenditure patterns, and creates the annual budget plans. Judicious allocations and utilisation of planned finances, as well as mobilisation of non-planned ones in contingency situations, are on-going processes executed by the Constituted Attorney at an interface with the Principal. It is imperative to note here that the college was on a deficit budget for nearly four decades since its inception, and the excess budget over the last two years have been only made possible through utilisation of strong and scrupulous 'wealth creation' opportunities, application of proactive strategies and exercise of caution in disbursements.

Cash Transactions Audit for the college by the Cashier-cum-Accountant, Balance Sheet Audit by an appointed Internal Auditor, and statutory Financial System Audit by external auditors – work to systematically check the conformity of finance procedures at the institution with established legal standards. This system has worked flawlessly over the years.

Another gratifying feature of financial management at the college is that in spite of being a private unaided college, the salary of the faculty has been prepared around the proposals from *UGC*. Also, in spite of receiving regular *UGC* grants for purchase of books and equipment, the college has normally allocated sizeable funds in its budgets towards these expenses. Nevertheless, complete applications of this provision could be made in the future to expand the learning resources at the college library, computer centres and laboratories.

Organisation and management of all activities at the college are executed with synchronised recognition of internal strengths/weaknesses and study of the opportunities/constraints of the interacting external environment. However, it would be further constructive if the college could acquire professional and objective analyses of its managerial systems, and recommendations thereupon, by regularly engaging management consultants.

❑ Criterion VII: Healthy Practices

Sound and healthy habits, activities, procedure and policies of the college had always contributed to its overall well-being and assured achievement of its enterprise goals. Modern management systems, when applied through alert responses to the stimuli of changes, followed by timely responsiveness through managerial innovations, have brought in effective 'management of change'. Evolution as a 'process of constant creation' has been the application of an inventive and artistic mind's eye towards constructive and purposeful changes and innovations.

The fundamental advancements made by the college at macro-level are the addition of new departments of study, along with required add-ons in programmes of study. All such academic innovations have been stamps of the institution's uninterrupted and steady growth, which have been made possible by corresponding and correlating novelty in the planning of its finances and physical infrastructure. Also, the healthy focus on the 'whole' development of college systems has been executed with equal and balanced focus on its specific component 'enablers' – students, faculty, staff, management, facilities and infrastructure.

At the micro-level, the larger innovations had to be constantly supported and rendered complete (at any given point of time in the evolution) through several auxiliary decisions (with ensuing implementations) within the academic, administrative and financial sub-systems. Some such micro-level innovative practices, as have been incorporated or are wanting of further attention, have been concisely elucidated below –

- Ever since its inception the institution has maintained a standing of a private unaided college that is sponsored by a private sponsoring body. This has definitely, in some respects, marginalised the availability of funds, but on the brighter side, has provided tremendous strength through functional autonomy with attendant freedom of expression and action. At this juncture it may be restated that the college has received *UGC* grants for books and equipment purchase for enhancing its learning resources.

- The college, which is the only affiliated institution of its type under Jadavpur University, has constantly reinforced its excellent liaison with the university. This has effectuated healthy examination procedures and schedules, as also provided expeditious acceptance of our new departments and programmes of study.

- Having conventionally catered to only female students in its Departments of Home Science and Commerce, the institution has shown sensitivity to changing educational, market and social demands by incorporating co-educational teaching in its latest Department of Management.

- Checking of candidates' academics records, interviews and special entrance tests have added required comprehensiveness to student admission procedures. Nonetheless, assessment of candidates' soft skills and attitudes need further accentuation.

- The college finds gratification in the commendable temporal conscientiousness and performance regularity of its faculty members, coupled with their high approachability during extra-class hours to students with special queries. The teaching faculty strikes perfectly balanced relationships between formality and intimacy with the learners, which is considered crucial within contemporary socio-cultural value systems.

- The institution believes that there is 'no average person'. Individual differences in physical, social, emotional and intellectual attributes of the learners are recognised and dealt through healthy measures. Provisions of remedial courses, challenging assignments and personal counselling have ensured the learners' self-recognition, self-acceptance and self-improvement.

- Contemporary teaching-learning methods of lectures and use of audio-visual aids are constantly upgraded with the changing times. Even so, we feel that the progression of communication type from 'monologue' to 'dialogue' should be further extended to 'multilogue'. This we believe shall also ultimately manifest in nurturing the spirit of cooperation and teamwork. Students are strongly discouraged from taking private tuitions, for the college asserts that the 'classroom' is a more powerful arrangement than the 'class'. 'Guardian Meets' provide fit interactions between the Principal and parents to address the academic and other weaknesses of specific students.

- Curricular and co-curricular platforms could, while addressing technical skills, give increased weightage to growth in the learners' general and transferable skills, especially the soft skills of communication. Here, it is essential to note that application of dynamic Information Technology (IT) arrangements are being constantly applied and upgraded towards goal achievement of all college constituencies.

- Deeper analysis has revealed a heartening observation in the scholars' defined orientation and leanings towards their citizenship roles, social and cultural responsiveness and irresponsibility, service of the disadvantaged, sustainable development of the environment, as also conformity to ethical and spiritual norms. This has been reinforced through a wide gamut of campus experiences such as health and hygiene awareness programmes, extensive extension service activities, environmental studies and Self-development workshops. All the same, there is no room for complacency here for it is felt that yet-wider horizons are still open for all-round personality development of our scholars, especially in their consolidated cognitive-conative-affective behavioural patterns.

- The perfect and vigilant administering of general discipline and order, incorporation of stringent physical safety and security measures, and updating and maintenance of physical infrastructure – all promise a healthy internal physical-social environment. Absolute expunction of discrimination on grounds of religion/caste/others provides healthy 'equal opportunities'. The staff and students have stirred no political leanings within the internal surrounds at the college, and the purely apolitical environment has seen no waste of working hours due to teacher or student unrest.

- Short term courses offered by the Department of Home Science are intensely demanded. While generating substantial revenue, these courses also complement the degree programmes in Home Science, rendering a distinctive character to the institution of providing comprehensive Home Science education in eastern India.

- Changing patterns that order an accelerated movement in bridging the 'Quality Gap' between academics and industry have to be deliberated upon seriously at the college, and strengthened urgently by establishing more academia-industry as also academia-academia linkages.

- Analyses of managerial processes reveal that while delegating, decision of responsibility should be accompanied by required distribution of the legitimate authority. Adopting an increased present-future continuum perspective could further enrich prompt and consensual decisions. Within strategic planning, the college does apply plentiful defensive strategies for future competitiveness and is also responsive to opportunities; however it must amplify its proactive and opportunity creating behaviour.

- The hallmark feature of the institution is seen in its incredible 'crisis management'. Any contingency situation, if at all, is dealt through the prompt, robust and harmonised support of its entire citizenry, who have then gotten together in a set-up of intense camaraderie and near-familial feelings.

Summary

A continuous process of reflective thinking, made substantially deeper in the last few months, has revealed to the college its immense potential in promulgating education as a liberating and evolutionary force. The college recognises its ability to diversify in areas that would promote the integral development of values inherent in rational, physical, emotional, aesthetic, ethical and spiritual education. Being affiliated to a university that has been credited by *UGC* as containing 'Potential for Excellence' and assigned 'Five Star' status by *NAAC*, is in itself an inspiration to reach for superior planes of intellectual consciousness.

The tangible manifestation of such potential can be realised in the –

- Initiation of new, and thus enriched, academic programmes;

- Remoulding and revalidation of existing academic programmes;

- Engaging in proactive management practices that are creative in thought, expression and approach, for development in curricular aspects, teaching-learning experiences, research and extension possibilities, updating infrastructure, facilitating student progression, and effectuating healthy practices; and

- Adopting a leadership of vision, innovation and initiative that inspires life-long education and actualisation of a learning society.

The strategic action plan to be taken towards this manifestation would comprise of the following –

- Responding to given opportunities with immediacy of action, idea and implementation by:
  - Forging effective relations with industries that would benefit the college in imbibing of evolving professionalism in programmes and prospecting augmentation of its resources from the corporate sector
  - Developing physical infrastructure in perfect coordination with academic programmes with respect to laboratories, classrooms and other support services
  - Chanellising financial resources in to the translation of every academic dream

- Anticipating and implementing all such measures that would instill challenge and competitiveness in academic activities by:
  - Making lecture-teaching subordinate to methods that lay stress upon self-study, dynamic sessions of seminars and workshops, and large scale application of distance education
  - Encouraging teachers to undertake new programmes of training that lead to enhancement of ethical and spiritual abilities, in addition to professional skills
  - Assigning actual value to means of continuous evaluation of students

- Creating opportunities for commitment to the self, community and society in:
  - Volunteering for the process of self-assessment as recommended by *NAAC* for an ongoing, unfolding system of excellence
  - Participating in various schemes instituted by the *UGC* such as those of *Centres of Advanced Studies (CASs)*, and *Departments of Research Support (DRSs)*

The college earnestly hopes that it shall be competent in providing leadership and determination, geared towards the highest ideals of universal peace, unity and harmony.

Its vision for the future is the horizon of intellectual understanding, coupled with experiential reality, for the attainment of existential realisation.

GLOSSARY and ABBREVIATIONS

Glossary

Foundation Subjects	—	Also referred to as 'Subsidiary' subjects. These are papers that are part of the curricula of the first two years of the UG programme in Home Science.
Management of the college	—	Refers to the Governing Body for academic and administrative functions, and sponsoring body for financial functions.
Non-teaching Staff	—	Understood as meaning the technical and administrative staff
Section	—	Any one of the five areas of specialisation as offered within the Home Science degree programmes. These are Composite Home Science, Food & Nutrition, Human Development, Resource Management / Family Resource Management, and Textiles & Clothing.
Teaching Staff	—	Understood as meaning the faculty members only

Abbreviations

B.B.A.	—	Bachelor of Business Administration
B.Com.	—	Bachelor of Commerce
B.Ed.	—	Bachelor of Education
B.Sc.	—	Bachelor of Science
CH	—	Composite Home Science
FN	—	Food & Nutrition
FRM	—	Family Resource Management
Hons.	—	Honours
HD	—	Human Development
PG	—	Postgraduate
RM	—	Resource Management
TC	—	Textiles & Clothing.
UG	—	Undergraduate

APPENDICES

Appendix I

MASTER PLAN
of
Smt. J. D. Birla Institute (1962 – 2008)

> *This Master Plan of the college studies its plans – their implementation, controls and evaluation – under three significant heads as below, and as set up along its Physical Plan.*
> - *Academic Plan*
> - *Infrastructural Plan*
> - *Achievements*
>
> *It is understood as imperative to undertake logistics within a direct and correct perspective of their financial implications. Herein, it is to be noted that this is a private unaided college that is sponsored by* **Sukriti Education Society** *(an educational trust managed by the* **S. K. Birla Group**)*, and it is this trust that plans and approves the financial budget and provides these resources to the college vis-à-vis its plans.*

There has been a significant change in the attitude towards women's education over the past few years and practical, job-oriented skill in combination with well-grounded knowledge base is now recognised as the need of today. Within such an environment, Home Science education has geared itself to meet the emerging needs and challenges of contemporary society. Proficiency and training in both – science and arts – blend together to ensure a better quality of life for its beneficiaries. Today this field of Applied Science has chalked out its own territory in the realm of education.

However, as early as in 1962, the potential of Home Science as a discipline was hardly recognised in eastern India and there was no reputed institute imparting knowledge and scientific training in this field to young women. Thus, *The Calcutta Ladies Association* started informal classes in Home Science subjects. It aimed at educating housewives in social etiquette, flower decoration, needlework, painting, music and cooking. Gradually, the need for a curriculum based undergraduate programme in Home Science was identified. This built up a pioneering impetus within Mrs. L. N. Birla, who started *Smt. J. D. Birla Institute of Home Science* for girls in the pattern of Lady Irwin College, New Delhi with *The Calcutta Ladies Association* as its sponsor.

A phase-wise overview –

1962 – 1968

Academic Plan

- The college initially ventured to offer a one-year certificate course in Home Science and a two-year diploma course in Home Science.
- Due to the popularity of these classes it was decided that a regular Home Science degree college should be established. Accordingly, Jadavpur University would be approached for affiliation.

Infrastructural Plan

- The institute began its career in June 1962, armed to meet the demand that had built up within Kolkata (Calcutta).
- The present campus at 11 Lower Rawdon Street was purchased as a two-storied bungalow. However, the registered office of the institute was in a rented flat at 22/2 Prince Gulam Mohammed Shah Road, Kolkata according to the requirements of the affiliating University. The registered office was later in 1963 shifted to *Birla Academy of Art and Culture*, 108/109 Southern Avenue, Kolkata 700 029 as a more convenient place of communication.

ROOM 4500X3048

W.C 1200 1500 | W.C 1200 1500 | W.C 1200 1500

TOILET

LABORATORY 11225X6096

FITTING 2930X6096

BALANCE ROOM 3657X2996

PHYSICS LABORATORY 11225X6096

DARK RM. 3657X2975

TOIL 4267X 1825 | W.C

UR.

TEXTILE LABORATORY 6096X12192

1825 WIDE VERANDAH

STAIR HALL 6177X3052

CANTEEN 3963X2133

DYEING 3810X3052

1825 WIDE VERANDAH

COURT YARD OPEN TO SKY

HALL 6421X9144

ART IN EVERYDAY LIFE 6096X8534

SUB STATION ROOM 6096X5181

LIVING/DINING 6096X4139

1825 WIDE VERANDAH

TOILET 3657X1825

KIT 2440X 3048

BED ROOM 4572X5029

STAIR HALL UP

W.C 1120 3200

PRINCI- PAL'S ROOM 6557X4876

ENTR- ANCE 3657 WIDE

WAIT- ING 2440X 6096

GENERAL OFFICE 6400X6096

STAFF ROOM 6096X6096

TOILET 2440X 1825

1825 WIDE VERANDAH

10591

2996

24588

7023 WIDE LOWER RAWDON STREET

iv

ROOM

W.C. W.C. W.C.

STUDENT'S

TOILET

CHEMISTRY LABORATORY

STORE

STORE

STORE

STORE

MICROBIOLOGY /
BIO-CHEM LABORATORY

TOILET

1825 WIDE VERANDAH

TEXTILE &
CLOTHING
LABORATORY

STAIR
HALL

1825 WIDE VERANDAH

TOILET

STORE

COURT YARD
OPEN TO SKY

CLASS ROOM

1825 WIDE VERANDAH

PHASE-II

HOME NURSING
LABORATORY

STAFF ROOM

1825 WIDE VERANDAH

TOILET

STAIR HALL

CLASS ROOM

CLASS ROOM

CLASS ROOM

CLASS ROOM

CLASS ROOM

FIRST FLOOR PLAN

PROJECT-	ARCHITECTS	TITLE-	LEGEND	SCALE - 1:50	DEALT BY - QS	APPD BY
PLAN OF SMT. J.D. BIRLA INSTITUTE OF HOME SCIENCE AS PROPOSED IN 1968 . AT PREMISES NO. 11, LOWER RAWDON STREET, KOLKATA -700020	D.S. ARCHITECTS 38/A KALI TEMPLE ROAD KOLKATA-700026.	FIRST FLOOR PLAN	PHASE-I ▭ PHASE-II ▨	DATE -09/09/13	CHKD BY	DRG. NO. - JDME/02

CLASS ROOM

W.C. W.C. W.C.

STUDENTS TOILET

CLASS ROOM

CLASS ROOM

LIBRARY

1825 WIDE VERANDAH

CLASS ROOM

STORE

1825 WIDE VERANDAH

STAIR HALL

UP

UP

LIBRARIAN'S ROOM

CLASS ROOM

COURT YARD
OPEN TO SKY

CLASS ROOM

PHASE-II

1825 WIDE VERANDAH

LIBRARY

CLASS ROOM

1825 WIDE VERANDAH

W.C.

STAIR HALL

ST.
1825X
2500

ST.
1825X
2500

CLASS ROOM

HOME NURSING LABORATORY

PSYCHOLOGY LABORATORY

CHILD DEVELOPMENT LABORATORY

SECOND FLOOR PLAN

PROJECT -	ARCHITECTS	TITLE-	LEGEND	SCALE - 1:200	DEALT BY - D.S	APPRD. BY
PLAN OF SMT. J.D. BIRLA INSTITUTE OF HOME SCIENCE AS PROPOSED IN 1968 . AT PREMISES NO. 11, LOWER RAWDON STREET, KOLKATA -700020	D.S. ARCHITECTS 38/A KALI TEMPLE ROAD KOLKATA-700026.	SECOND FLOOR PLAN	PHASE-I PHASE-II	DATE - 03.03.03 CKD BY	DRG. NO. - JD/1/E/03

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- Arrangements were made in the two-storied campus building for taking both theoretical and practical classes. Practical classes were conducted smoothly in laboratories with necessary equipments and facilities. Some of the theory classes at that time were held at Jadavpur University.

Achievements

- The Home Science diploma was upgraded to a *Three-Year Degree Course in Home Science* with provisional affiliation for an undergraduate course granted by Jadavpur University in 1963.
- During 1964-65, one-year *Teachers Training Diploma* was introduced and endorsed by Jadavpur University.
- The first batch of degree wielding students passed out in the year 1966.
- The Institute confirmed its permanent affiliation with Jadavpur University in 1967.

1968 – 1973

Academic Plan

- To review the three-year degree course in Home Science.
- To project the significance of Home Science as a discipline and to progress towards its establishment as a vocational course.
- To introduce some more short term courses for students who are unable to enrol in three-year degree programs.

Infrastructural Plan

- Due to the popularity of the undergraduate course the need for space increased, as also the need for the more systematic arrangement of laboratories was felt.
- In 1968, the construction of the existing building was begun and it was completed in 1970 (as shown in the Physical Plan Phase I of the building). Thus the Institute developed its own infrastructural facilities such as:
    - Classrooms and laboratories
    - Staff (Teacher's) Room
    - Library
    - Common areas such as assembly hall, general office, central open courtyard, common room for students and canteen
    - Rooms for Principal and representative of the sponsoring body
    - Suite of rooms for future PG *Home Management Residence (Residential Management Training)* stay
  Thus all classes (both theory and practical) were held in the college premises. As Home Science is a practical oriented course, special attention was given to laboratory equipment and arrangement.

Achievements

- In 1968 a more comprehensive one-year *Certificate Course in Home Science* was established containing theory and practical subjects in Interior Decoration, Display and Household Art.
- A one-year course called *Art in Everyday Life* for the Appreciation of Art, Drawing, Painting and Craft was also started which soon became very popular.
- Efforts in enhancement of vocational advantage found fruition in 1971, in the *Teacher's Training Course* being upgraded to *B.Ed. Degree Course in Home Science* as the basic requirement for teaching in schools was that of a B.Ed. degree.

1973 – 1978

Academic Plan

- During the process of having provided successful education at undergraduate degree level for a decade, it was observed by members of the governing body of the Institute that:

- The initiation of postgraduate degree programmes would fulfil the requirements of students desirous of progressing to higher education.
- The introduction of senior secondary classes in the premises of the Institute could create necessary interest in Home Science as a subject already at school level. This would ensure smooth transition of such students to the degree course.
- Accordingly, the following academic plan was initiated:
    - Affiliation for the postgraduate degrees in Child Development and Home Management would be sought from Jadavpur University.
    - 'Plus Two' (Stds. XI and XII) classes of *Hindi High School for Girls (another educational institution sponsored by the same management)* with affiliation from the Central Board of Secondary Education were to begin from session 1976-77.
    - In addition to this new diploma courses were planned in *Nursery School Training* methods and inception of a Nursery was envisaged in the near future.

Infrastructural Plan

- Phase II of the building, that is, 1st and 2nd floors of southern wing of building were constructed (as indicated in the Physical Plan).
- There was some reallocation of spaces such as:
    - The staff (teacher's) room was shifted to the first floor of the southern wing with theory classrooms for M.Sc. (Home Science) being located in the ground floor.
    - Classrooms in the 2nd floor were made available to the *Plus Two Section of Hindi High School for Girls* and to the *Smt. J. D. Birla Nursery*.

Achievements

- In 1973 the Institute introduced *M.Sc. degree programmes in Home Management and Child Development* after completion of necessary endorsement from Jadavpur University.
- In the same year a *Diploma in ECE* (Early Childhood Education) was introduced to train students in pre-school education, nursery school training methods and organisation.
- *Smt. J. D. Birla Nursery* was established with 210 students in 1973.
- In 1976, Classes XI and XII of *Hindi High School for Girls* started operating from the Institute premises.

1978 – 1983

Academic Plan

- The academic plan for this period was made with the following objectives:
    - To review and upgrade the existing syllabi at the graduate and postgraduate levels.
    - To approach affiliating University for the initiation of a Ph.D. Cell in the Institute for a growing body of postgraduate Home Science students increasingly focussed on pursuing higher studies.

Infrastructural Plan

- No structural change of the building was planned for this period but emphasis was given on the upgradation of the existing syllabi, thereby necessitating increase of facilities in the existing laboratories.

Achievements

- The M.Sc. and B.Sc. (Home science) curricula were revised in 1977-78 and effectuated in1981 to keep academic standards at par with other national Universities conducting Home Science degree programmes.
- In 1982, a Ph.D. Cell was opened for those students who were keen to pursue research in related fields.

42050

GEN. SHED
SHED
SHED
1500
3857

DARWAN'S RM.
4500X3048

W.C W.C W.C
1200 1200 1200
X X X
1500 1500 1500

LAUNDRY LABORATORY
11225X6095

WET PROCESSING ROOM
1225X6095

M. Sc. (H.Sc.)
CLASS RM.
3657X2095

HUMAN DEVELOPMENT
LABORATORY / NURSERY
11225X9095

STORE
3657X2975

TOILET

TOL.
4257X
1625

W.C

CLOTHING LABORATORY
6096X12192

STAIR HALL
5150X3300

WATER

CANTEEN
5065X2133

PROPOSED

GAS SHED

M. Sc. (H.Sc.)
CLASS RM.
3450X3300

LIFT

LAWN

HALL
8420X9145

ART LABORATORY
8025X6536

ELEC. SUB-STATION

B. SC. (H.Sc.)
CLASS RM.
4000X5400

DYEING ROOM
1900X
4925

TOL.
1500
X 1800

STAIR HALL

ST.
1100
X
1980

TOL.
2250X
2375

PRINCIPAL'S ROOM
3850X4875

ENTRANCE

CONST. ATTORNEY
S.E.S.
3500X4050

M. SC. (H.Sc.)
CLASS ROOM
3600X2900

B. SC. (H.Sc.)
CLASS RM.
3850X5275

M. SC. (H.Sc.)
CLASS RM.
4250X3775

HEALTH & LOUNGE LIVING ROOM

PANTRY

STORE
1225X2275

TOL.
TOL.

GENERAL OFFICE

46177

GARDEN

2395

24800

7023 WIDE LOWER RAWDON STREET

P R O J E C T·	ARCHITECTS	TITLE	LEGEND	SCALE - 1:20	DEALT BY O.S	APRO BY
EXISTING PLAN OF SMT. J.D. BIRLA AT PREMISES NO:- 11, LOWER RAWDON STREET KOLKATA-700020	D.S. ARCHITECTS 38/A KALI TEMPLE ROAD KOLKATA-700026.	GROUND FLOOR PLAN	PROPOSED — EXISTING — S.E.S.— SUKRITI EDUCATION SOCIETY H.Sc.— HOME SCIENCE	DATE - 03/03/03 CHD BY	DRG. NO.- JDRE/01(P)

ix
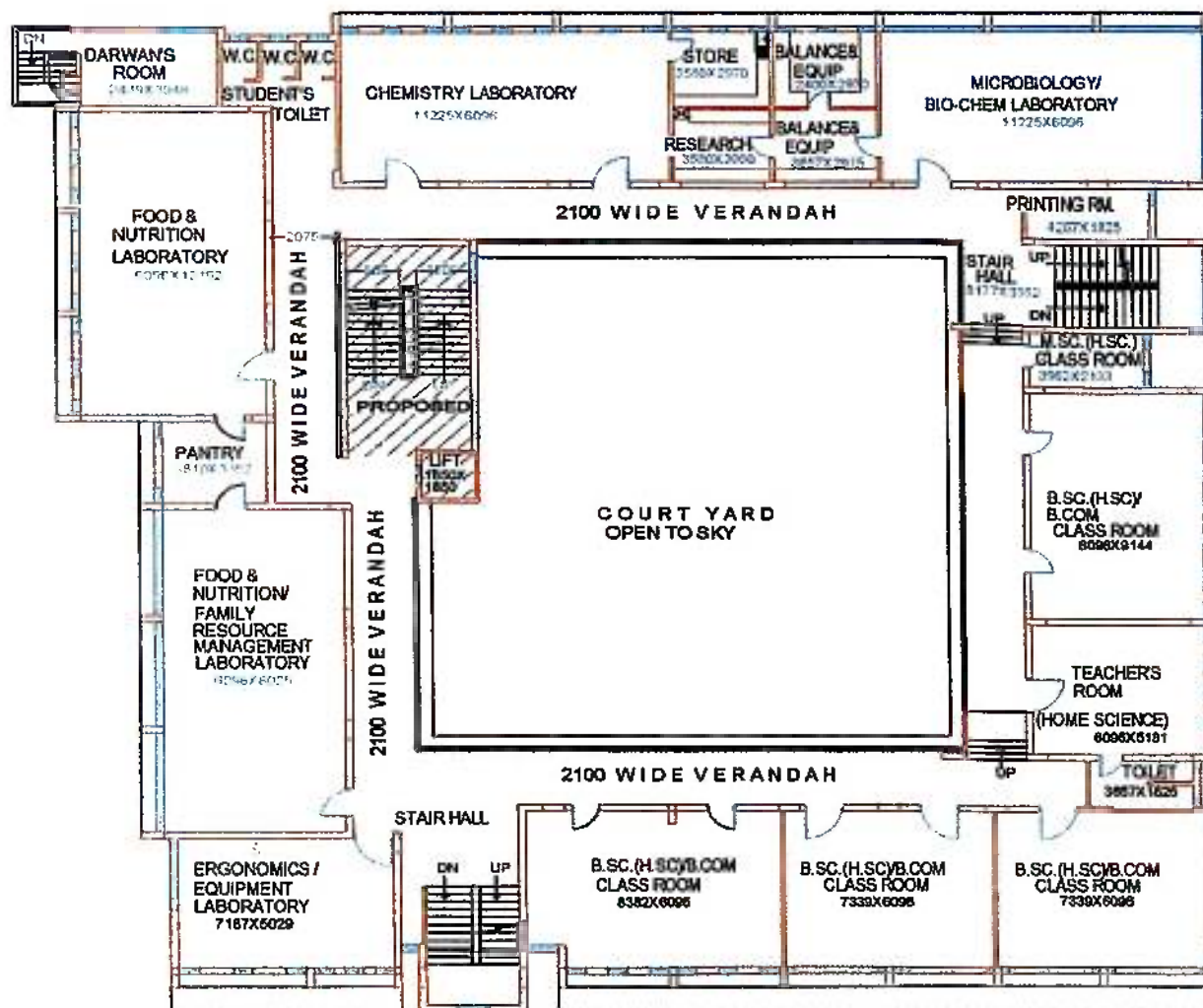
EXISTING FIRST FLOOR PLAN

PROJECT-	ARCHITECTS	TITLE-	LEGEND	SCALE - 1:200	DEALT BY : D.S	APRVD BY
EXISTING PLAN OF SMT. J.D. BIRLA AT PREMISES NO:- 11, LOWER RAWDON STREET KOLKATA-700020	D.S. ARCHITECTS 38/A KALI TEMPLE ROAD KOLKATA-700026.	FIRST FLOOR PLAN	PROPOSED ▨ EXISTING ▭	DATE -08/09/03 CHKD BY	DRG. NO. -	

SECOND FLOOR PLAN

COMPUTER CENTRE

W.C. W.C. W.C.

STUDENT'S TOILET

CLOTHING LABORATORY

FOOD & NUTRITION LABORATORY

COMMON ROOM

COMPUTER CENTRE

2100 WIDE VERANDAH

E.CURRICULAR ROOM

2100 WIDE VERANDAH

UP STAIR HALL

DN

DRAWING STUDIO

PROPOSED

FACULTY READING ROOM

COURT YARD OPEN TO SKY

B.Sc.(H.Sc.) / B.Com. CLASS ROOM

B.Sc.(H.Sc.) / B.Com. CLASS ROOM

2100 WIDE VERANDAH

AUDIO VISUAL ROOM

LIBRARY

M.Sc.(H.Sc.) CLASS ROOM

2100 WIDE VERANDAH

STAIR HALL

TEACHER'S ROOM (COMM- ERCE)

B.COM./B.ED. CLASS ROOM

PHYSICS LABORATORY

B.Sc.(H.Sc.)/ B.Com CLASS ROOM

LIBRARY

TOIL

SECOND FLOOR PLAN

PROJECT: EXISTING PLAN OF SMT. J.D. BIRLA AT PREMISES NO:- 11,LOWER RAWDON STREET KOLKATA-700020	ARCHITECTS D.S ARCHITECTS 38/A KALI TEMPLE ROAD KOLKATA-700026.	TITLE: SECOND FLOOR PLAN	LEGEND PROPOSED EXISTING	SCALE - 1:200	DEALT BY D.S	APPRD BY
				DATE 03.09.03	CHKD BY	DRG. NO. JDI/SF/2/3

1983 – 1988

Academic Plan

- The institute planned to celebrate its 25th year of establishment (Silver Jubilee) between August and December 1988. It planned to include activities like seminars, inter-institutional talent competition and an exhibition providing a glimpse into the realm of Home Science education. It also planned to make it a memorable occasion by having a combination of academic activities, cultural programmes, carnival and an ex-student's reunion.

Infrastructural Plan

- No structural changes were done during this period but emphasis was on optimum utilisation of space.
- The *Smt. J. D. Birla Nursery* shifted out of the premises of the Institute, in August 1984, thereby making free some more space that would be very much necessary for future expansion of the Department of Home Science.

Achievements

- 1988 was a memorable year for *Smt. J. D. Birla Institute of Home Science* as it celebrated its silver jubilee. The celebration took place between August and December and it included activities like technical seminars as also a carnival of fun and frolic. There was an inter-institutional talent competition and a comprehensive exhibition on Home Science education. There was also a cultural programme and an ex-student's reunion lunch to mark the occasion.

1988 – 1993

Academic Plan

- The Institute planned to update its undergraduate degree curriculum in order to provide specialisation in various Sections of Home Science.
- Changes were envisaged in the *Certificate Course of Home Science* that had been in existence from 1968.
- Changing trends in the field of education and stress on vocational knowledge prompted the Governing Body to plan to render computer skills to its students.

Infrastructural Plan

- Various internal changes were brought about in the allocation of rooms for the newly introduced activities:
  - Five classrooms were allotted for the five B.Sc. (Final) year Sections, namely, Composite Home Science, Family Resource Management, Food & Nutrition, Human Development and Textiles & Clothing. The upgradation of the curriculum did not involve any structural change in the building but did entail the purchase of lot of equipments to carry out experiments. This also demanded a large storage space for these equipments. A new laboratory for the section of Human Development was set up as a Nursery to study pre-school children
  - To maximise utilisation of space the routine of the practical oriented certificate course was set keeping in mind the availability of the laboratories.
  - A new UG Computer Laboratory was set up.

Achievements

- The *Home Science Certificate Course*, which started in the year 1968, was discontinued in 1989. However, in its place a short term *Home Science Certificate Course* (8 months) was started in 1989 with 82 students. A change was made in the duration of the course which now became 8 months instead of one academic year as followed earlier. Some changes were also made in the syllabi of different subjects. As this course was oriented toward the practical aspect of everyday needs, practical training along with demonstration gained significance and the theory paper was abolished.

- In the same year, that is, 1989, *Fundamentals of Computer Education* as a subject was offered at the undergraduate level of Department of Home Science

- 1990-1991 demanded upgradation of the curriculum and syllabi according to UGC guidelines keeping the modern trends and innovations in view. Specialisation was introduced in five subjects (FN, TC, FRM, HD and CH) in the final year while the first two years were meant for foundation courses. This was done in consultation and deliberation with experts from the field of Home Science as well as with the aid of many curricula from Home Science Institutes of the rest of India.

1993 – 1998

Academic Plan

- Revision of postgraduate curricula was planned.

- It was observed that commerce as a stream distinct from science and arts was gaining popularity at school level. As such this encouraged the management of this Institute to begin an undergraduate degree programme in commerce. Since many students from conservative families would refrain from going to a co-educational college, this department in the Institute was planned exclusively for girl students.

- The *Home Science Chapter* of the 82nd *National Science Congress* to be held at the institute in 1995.

- As the Institute is primarily self-funded it became a necessity to generate funds by conducting additional short term courses.

Infrastructural Plan

- The need for greater number of classrooms could be accommodated because the *Plus Two* section of *Birla High School for Girls* shifted to their own premises on Moira Street in April 1994.

- For the *Home Management Residence* practical, of Family Resource Management Section, a guesthouse at *Birla High School for Girls*, 7 Moira Street, Kolkata, has been taken on rent every year from 1995. This became necessary because the suite that had been made for this purpose (Refer Physical Plan of 1968) had to be utilised for the increased number of classrooms.

- 1996 also saw the inauguration of a *Computer Laboratory* by the Vice-Chancellor, Jadavpur University. To accommodate the new PG Computer Laboratory, no structural changes were done but changes related to furniture and electrical layout were made in one existing classroom, which was converted into the Computer Laboratory. Computer classes of both UG and PG Home Science could be taken in this laboratory. The arrangement of these newly assigned classrooms and laboratories are shown in the Existing Physical Plan.

- No structural changes were required but optimum utilisation of the space was planned as:
  - The existing infrastructural facilities were made use of. The timings of the Department of Commerce was from 6.30am – 12.20pm. All theory classrooms were to be used from 6.30am to 9:00am, and thereafter when the Department of Home Science would start its classes. All such rooms, which would be made available to them by careful planning of the timetable, would be utilised.
  - Most subjects in Commerce being theoretical, no laboratory other than Computer Laboratory would be required which again would be shared with Home Science with help of a preplanned time table.
  - Certain short term courses were to be held after 4:00pm, that is, after degree courses in Department of Home Science would give over, some were to be held during the day depending on the availability of the laboratories and yet certain courses are to be held during summer vacations of the Institute.

- It was also observed that the infrastructural facilities available at the Institute were enough to support all activities of the *Home Science Chapter* of the 82nd *National Science Congress*.

COMMON ROOM
14776X7938
AREA = 117.29 SQ.M.

B.B.A. CLASS RM. 1
9395X5660
AREA = 53.18 SQ.M.

B.B.A. CLASS RM. 2
9395X5652
AREA = 53.04 SQ.M.

B.B.A. CLASS RM. 3
9395X8539
AREA = 80.22 SQ.M.

LIBRARY
12595X12728
AREA = 160.31 SQ.M.

3000 WIDE VERANDAH

SEMINAR HALL
15044X8871
AREA = 133.46 SQ.M.

DIAS

B.B.A. CLASS RM. 4
10748X6860
AREA = 73.73 SQ.M.

B.B.A. CLASS RM. 5
10748X6860
AREA = 73.73 SQ.M.

B.B.A. CLASS RM. 6
10748X6860
AREA = 73.73 SQ.M.

3000 WIDE VERANDAH

TOILET

3RD & 4TH FLOOR PLAN

DRG.NO.

SCALE 1:200

DATE: 30-08-2003

KOTHARI & ASSOCIATES
14,CAMAC STREET CALCUTTA 700 017
PHONE 2477000 2477350

TITLE
PROPOSED MANAGEMENT FLOOR
J.D.BIRLA B.B.A. CLASS ROOM

PROJECT
BIRLA HIGH SCHOOL
1,MOIRA STREET,
KOLKATA-700017

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Achievements

- The M.Sc. (Home Science) curricula in Child Development and Home Management were revised and restructured as Human Development and Family Resource Management. In 1994, one more degree course in *M.Sc. in Composite Home Science* was begun.

- In 1995, a revision was made in the curriculum of PG Home Science, when *Computer Programming and Application*, both in theory and practical, was introduced at the entry year.

- The Home Science Chapter of the *82nd National Science Congress* was held in the Institute in 1995. It was marked by technical seminars and an exhibition of all specialisations of Home Science.

- The Institute introduced an undergraduate *Commerce Department* to its credit in 1997. This department was affiliated to the Faculty of Arts, Jadavpur University.

(During this period the sponsoring body of the college, that is, *The Calcutta Ladies Association* was amalgamated with *Sukriti Education Society* with effect from 1st April 1994. The latter has been the sponsoring body since then.)

1998 – 2003

Academic Plan

- The Institute planned to initiate a Department of Management with affiliation from Jadavpur University. Classes of this department would be held during daytime at the top floor of the existing structure of the college. In case this was not possible, classes could be conducted during evening hours (4:15pm – 8:30pm) in this building or in other rented premises.

- The mission and objectives of the college were formally structured and recorded in its prospectuses. These were as follows:

    MISSION ~
    - To create and maintain an environment wherein the learning process ensures holistic development of its stakeholders.

    OBJECTIVES ~
    - To acquire knowledge and skills in the pursuit of academic excellence aimed at advancements into higher education, research and extension activities.
    - To educate within a dynamic system structured towards varied professional and vocational applications for career design and development.
    - To work proactively towards individual and group goals within an integrated setting of diverse socio-cultural members.
    - To attain self-reliance through balance of freedom and discipline within the body, mind and spirit.

- The Institute also planned to upgrade its UG curricula in Home Science and its UG curricula in Commerce.

Infrastructural Plan

- With the approval of the B.B.A. programme, new classrooms and computer laboratories were required. Due to shortage of space at the college building as well as insufficiency of time for its vertical expansion, the college took up rented space at *Birla High School for Boys*, a school run by *Vidya Mandir Society*, and located at 1 Moira Street, Kolkata. This was to be termed its 'Satellite Centre'.

- With thorough updating of curriculum, formation of activity groups and possible change from annual pattern to semester pattern, the requirement of space would increase.

- In 2003, therefore, internal changes in the structure of building at Lower Rawdon Street (now referred to as the "main campus') and additions to the Satellite Centre at Moira Street have been planned and partly executed. The changes made have been shown in Existing Plans of the buildings.

- At the Main Campus, the building has been internally modified in these ways:
  - With greater number of computers the computer laboratory, has been enlarged and amalgamated.
  - The Section of Family Resource Management of Home Science has introduced computer-aided design in their revised curriculum. Thus this laboratory has been shifted next to the computer laboratory and to make possible the teaching of design and drawing simultaneously between drawing board and computer laboratory.
  - The Library space has been increased to accommodate books belonging to Departments of Commerce and Home Science. Now it is possible by students of both the departments to have access to the library from 7.30am to 6.00pm. The Library is equipped with computers and required software.
- At the Satellite Centre, construction work is in progress on the fourth floor to provide for more classrooms and larger computer laboratory (as shown in Physical Plan of Satellite Centre), and to accommodate future batches of students. This floor is to be ready for use by end-December 2003.

Achievements

- The Institute launched its latest degree course in *B.B.A. (Hons.)* in 2002 with affiliation from Jadavpur University. Unlike the other two departments of this college, this course was co-educational. Department of management holds its classes during 2pm – 8pm at *Birla High School for Boys*, a school run by the *Vidya Mandir Society*. The Institute pays rent to *Vidya Mandir Society* for making use of their classrooms, playground, canteen, prayer hall, computer laboratory, auditorium, office rooms, faculty rooms etc.
- A dynamic curriculum was ensured, accommodating necessary additions or changes from time to time so as to maintain standards of contemporary science in knowledge of the subject concerned. The tendency across the country is now to move from the annual to the semester system, from the award of marks to award of credit. There is perceptible growing interest in modular framing as well. Therefore, in 2003, the undergraduate and B.Ed. degree programmes in Home Science and UG programme in Commerce were completely revised and restructured and the semester system implemented. The format for the undergraduate curriculum is dealt according to five areas of specialisation, namely, Food & Nutrition, Resource Management, Textiles & Clothing, Human Development and Composite Home Science.
- In 2002, the curricula of the UG and B.Ed. programmes in Home Science were analysed by *World Education Services (U.S.)* on behalf of an ex-student of the UG batch of 1981. Both the curricula were evaluated as being equivalent to three years of UG study (B.Sc.) and Bachelor's degree (B.Ed.) respectively at an U.S. university.

2003 – 2008

Academic Plan

- The existing PG curricula in Home Science should be revised and recast in semester pattern by 2006.
- In the near future the Institute is planning to start further postgraduate programmes. These are:
  - M.Sc. in Food & Nutrition and Textile & Clothing in the Department of Home Science
  - M.Com. in the Department of Commerce
  - M.B.A in the Department of Management

Infrastructural Plan

- To start with these courses lot of infrastructural and learning facilities would be required such as space for classrooms and equipment. The vertical expansion of the building at Main Campus is in the process of being sanctioned, which is shown in the Proposed Third Floor Plan. The spaces accommodated here include: Laboratories for all PG programmes of Home Science, Classrooms for students of both PG programmes of Home Science and Commerce, a spacious, well equipped audio-visual room, and an open-air canteen.

ANIMAL ROOM
3785X3048

W.C. W.C. W.C.

TEXTILE AND CLOTHING LABORATORY
15000X6096

RESOURCE MANAGEMENT LABORATORY
11100X6096

EQUIPMENTS
7450X4000

KITCHEN
6950X4050

2100 WIDE VERANDAH

FOOD & NUTRITION LABORATORY
6096X12192

2100 WIDE VERANDAH

1800 1800

UP DN

STAIR HALL
6177X3352

UP DN

DN

LIFT
1850X 1850

COURT YARD
OPEN TO SKY

OPEN SPACE FOR CANTEEN

HUMAN DEVELOPMENT LABORATORY
6096X12780

M. SC. (H.Sc.)/M.Com. CLASS ROOM
6025X5000

2100 WIDE VERANDAH

W.C.

STAIR HALL

M. SC.(H.Sc) /M.Com. CLASS ROOM
5125X7315

M. SC.(H.Sc) /M.Com. CLASS ROOM
5375X7315

AUDIO VISUAL ROOM
13200X7315

M. SC.(H.Sc.)/M.Com. CLASS ROOM
7175X5000

DN UP

PROPOSED THIRD FLOOR PLAN

PROJECT-	ARCHITECTS	TITLE-	LEGEND	SCALE-1:75	DRN.BY D.S	APR'D BY
PROPOSED PLAN OF SMT. J.D. BIRLA AT PREMISES NO:- 11,LOWER RAWDON STREET KOLKATA-700020	D.S ARCHITECTS 36/A KALI TEMPLE ROAD KOLKATA-700026.	THIRD FLOOR PLAN		DATE -03/03/01	CHKD BY	DRG. NO. - JDAB/04
				N↑		

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AREA STATEMENT OF DEPARTMENTS

	Built-up-area including auditorium (in sq.m.)	Carpet area (in sq.m.)	Open area (in sq.m.)
Department of Home Science	4407.68	3869.35	415.73
Department of Commerce	3293.84	2903.40	415.73
Department of Management	3770.99	3426.52	1797.45

FINANCIAL PLAN

The Institute has been functioning on a deficit budget until 2001, and the shortfall has always been made good through contributions by various member organisations of the sponsoring body. However, the last two years have seen surplus budgets. This has made possible the planning of such programmes that will require support of enhanced infrastructure and financial allocation. As such, area of vertical expansion of existing building could be finalised, and purchase of necessary equipments for laboratories can be envisaged.

Appendix II

ANNUAL BUDGETS

	For the year 2001 – 2002	For the year 2002 – 2003	For the year 2003 – 2004
	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs
INCOME			
Fees from Department of Home Science	41.53	57.94	58.44
Fees from Department of Commerce	37.16	51.80	57.65
Fees from Department of Management	N.A.	43.20	88.50
Total	**78.69**	**152.94**	**204.59**
EXPENSES			
Salaries	80.16	98.83	97.34
Repairs	1.80	6.33	30.50
Electricity	2.30	3.00	12.50
Rates and Taxes	0.20	0.30	00.20
Home Science Expenses	9.21	6.30	5.80
Commerce Expenses		5.20	25.50
Management Expenses	N.A.	16.55	6.00
Total	**93.67**	**136.51**	**177.84**
SURPLUS	**(-) 14.98**	**16.43**	**26.75**
Fixed Assets	**0.60**	**19.35**	**12.50**

Appendix III

PLAN AND NON-PLAN REVENUE/EXPENDITURE

Plan Revenue/Expenditure for the year 2002 – 2003		
	Amount *(Rs. in lakhs)*	No. of students
INCOME		
Fees from Department of Home Science	59.50	429
Fees from Department of Commerce	55.37	445
Fees from Department of Management	44.12	126
Total	158.99	1000
EXPENSES		
Salaries	82.60	
Repairs	8.48	
Electricity	7.77	
Corporation Tax	0.21	
Staff Welfare	1.25	
Books and Journals	1.28	
Practical Class Expenses	2.25	
Miscellaneous Expenses	26.07	
Total	129.91	1000
SURPLUS	29.08	1000
Block Assets Purchased	18.55 *(from Surplus Fund)*	

Non-Plan Revenue/Expenditure for the year 2002 – 2003		
	Amount *(Rs. in lakhs)*	No. of students
INCOME		
Summer Vacation Courses	4.51	128
Montessori Training	7.03	46
Home Science Certificate	5.54	100
Artistic Crafts	1.18	26
Nursery and K.G. Class *(One Academic Session each)* *(Under Human Development Laboratory)*	2.05	23
Total	20.31	323
EXPENSES		
Summer Vacation Courses	0.99	
Montessori Training	1.78	
Home Science Certificate	0.77	
Artistic Crafts	0.33	
Nursery and K.G. Class *(One Academic Session each)* *(Under Human Development Laboratory)*	1.36	
Total	5.23	323
SURPLUS	15.08	

REPORT OF REVIEW COMMITTEE
For

Bachelor of Business Administration [Honours] Course
Smt. J. D. Birla Institute [Affiliated To Jadavpur University]

Introduction: During November-December, 2000 the Institute sent a proposal to Jadavpur University [J.U.] expressing keenness to initiate the B.B.A. [Honours] course. Based on this expressed intention the Executive Council, J.U. recommended a preliminary report to be submitted after forming a duly constituted Review Committee. Thereafter, the following sequence of events led to the granting of BBA [Honours] course to Smt. J. D. Birla Institute (JDBI).

- The preliminary report of the Review Committee constituted by the Executive Council vide resolution no. 56 dated 31.1.2001 for the proposed BBA 3 years Degree [Honours] course at JDBI was submitted on 4 June 2001.

- The final report of the Review Committee for the above-mentioned course in consultation with subject experts and special invitees from Management Institutes was submitted on 23 July 2001.

- On the recommendation of the Executive Council a meeting of the Faculty Council of Engineering was held in the seminar hall of the Electrical Engineering Dept. on October 4, 2001. No possible resolutions could be made for the BBA course as the Faculty Council felt that a special sub-committee be formed with Prof. Bijoy Bhattacharya as the Convenor to review the suggested course in detail. The committee would also include four other members from Jadavpur University and two co-opted members viz. Prof. Subir Chowdhury, former Director, IIMC and Prof. Suman K. Mukherjee, Director (Education) of Smt. J.D. Birla Institute.

- The sub-committee met on November 27, 2001 at 11.00 a.m. in the office of Prof. Bhattacharya.

- The Final meeting of the Faculty Council of Engineering was held in the conference room of J. U. Salt Lake campus on December 6, 2001 at 2.30 p.m. under chairmanship of Prof. A.R. Thakur, Pro-Vice-Chancellor, J.U. The recommendations of the sub-committee were placed on the meeting and were duly passed. The aim, the structure, the format, the syllabi, the lecture schedules and the basis of evaluation are included in Annexure A.

- The J.U. Court passed Faculty Council and Executive Council recommendation for B.B.A. [Honours] course on Monday January 28, 2002 at 4.00 p.m.

Minutes of the Meeting of the Review Committee
for the proposed B.B.A. (Honours) Course

Dated: 23 July 2001

Present:

The Dean, Faculty of Engineering	– Chairman
Finance Officer, Shri G.K.Pattanayak	– Jadavpur University
Dr (Mrs) Jharna Sengupta	– Convenor
Prof S Dutta	– Jadavpur University
Prof (Dr) Suman K Mukherjee	– Director (Education), J D Birla Institute of Home Science

Subject Experts & Special Invitees from Management Institutes:

Prof (Dr) Nikhil Barat — Director, National Institute of Human Development, Ex-Sr Faculty, IIM, Calcutta

Prof (Dr) Subir Chowdhury — Former Director, IIM, Calcutta & Managing Trustee of National Institute of Human Development

Prof (Dr) Ashis Bhattacharya — Prof of Finance, IIM, Calcutta

Prof (Dr) Ashis Banerjee — Prof of Marketing and Chairman – PGBDM Course, IIM, Calcutta

Prof (Dr) Sanjoy Mukherjee — Centre for Human Values, IIM, Calcutta

The Review Committee met at 11.00am at Smt. Jawahari Devi Birla Institute of Home Science to discuss the modalities for conducting the course and the academic feasibility of the proposed BBA (Hons) Syllabi. The following points were recommended:

1. The subject experts unanimously agreed and ratified the recommendations of 01 to 10 of the Review Committee dated 4 June 2001 (appended herein as Annexure A).

2. On the question of corporate acceptability of the Course, Dr Subir Chowdhury observed that the popularity of B.Com. (Hons) Course throughout the country was clearly declining as these courses were not in tune with the contemporary business trends. A BBA (Hons) Course will, therefore, fill the void as it could suitably cater to the needs of business and thereby increase employment opportunities for students.

   Prof Ashis Banerjee observed that BBA Courses were, indeed, global phenomena and there is an urgent need to popularise it. All subject experts agreed that it was of critical importance to start a BBA (Hons) Course in Calcutta and it would be an excellent proposition to start the course at Smt. Jawahari Devi Birla Institute under the affiliation of Jadavpur University.

3. Prof Nikhil Barat suggested that the course should graft within its ambit, a period of internship for students in Corporate houses for about two to three months. For internship programme groups of three to four students could be sent to corporate houses. The group collectively could then submit a joint report. Individually, they would then appear for a viva-voce to the faculty guide. The weightage for which will be worth the marks of two papers. The Committee unanimously agreed to this proposition as it would make the course more practical and business oriented.

4. On the suggestion of the Chairman, the Committee then reviewed whether the proposed BBA course of thirty-six papers would not be too heavy as an under-graduate course. The subject experts deliberated at length, on this matter. They decided that the course be covered in six semesters and readapted to cover thirty papers. Each academic year will have ten papers (five papers per semester) except in the Fifth Semester when there will be in addition three more papers. A period of internship would be incorporated and made a part of the semester. In the Sixth Semester two papers on HR Management will form core subjects, and another two papers would be made optional with a choice of specialisation either in Financial Management (covering two special papers) or Marketing Management (covering two special papers). The final paper will be a project in an area of specialisation selected by the candidate. (The revised syllabi is appended herein as Annexure B.)

5. The Committee unanimously recommended that for the first four semesters the students would compulsory have to undergo computer courses in place of sessionals designed earlier.

6. All members of the Committee and subject experts felt that this revised BBA course had enormous scope for placement, specially because MBAs from reputed Institutes are not normally available to work for apprenticeships and Junior Managers in Corporate houses and businesses.

7   The members unanimously felt that by introducing this course now the students with family based on business could have a better feel of their businesses after completing this course. Moreover, this course could be the base for Entrepreneurship Development programme. In addition. They felt that students would be better equipped to continue postgraduate courses in Management.

8   All subject experts agreed to guide the Management of the School in the selection of the faculty, imparting of the courses and offer themselves as guest lecturers.

9   The meeting concluded with a vote of thanks to the Chairman, Prof Sanyal.

Annexure A
Recommendations of the Review Committee

The classes can be held during the day time on a construction to be created on the roof of the existing structure of the institute.

01 If the additional structure does not come up on time, the courses can be conducted in the same college building in the evening till such time the structure is constructed.

02 In the event the course is conducted in the same college, after calculating the total available time in the evening, it was decided to have classes from 4.15 pm to 8.30 pm, i.e. five periods of 50 minutes. Duration and six days a week i.e. Monday to Saturday.

03 When classes of all three years of "BBA" will run in full swing, enough theory classrooms should be available.

04 All expenses relating to the running of the proposed course will be borne by the Institute and there should not be any financial involvements on the part of the University for the said purpose. The Controller of Examinations may be requested to submit the estimate of Examination fees to be paid by the examinees.

05 100 students may be admitted in the first year class with theory sections having 50 students in each section. Eligibility – 10+2 with at least 50% in aggregate or equivalent. Admission will be on the basis of merit and interview.

06 Semester system with 6 modules to be followed as per Jadavpur University Engineering faculty norms: First semester in any academic session - September to February of the following year (06 month). Second semester – March to August of the same year (06 months).

Out of available six month/semester:

Total teaching time	- approximately 18 weeks
Vacation	- approximately 4 weeks in each semester
Preparatory leave and examination	- approximately 4 weeks in each semester

07 For each year there should be at least two full time faculty members other than enough Members of Guest Faculty.

08 The Review Committee has no objection to the "BBA (Hons)" course being open to girls and boys, if the Management of Smt Jawahari Devi Birla Institute of Home Science desires, to ensure greater reach and value addition.

09 The Review Committee feels that all necessary formalities be completed by the Jadavpur University authorities to initiate the BBA (Hons) course from September 2001.

AUTHORITIES AND COMMITTEES
For/Of
Smt. J. D. Birla Institute

AT THE AFFILIATING UNIVERSITY (JADAVPUR UNIVERSITY) –

- **SENATE** – For this college, the **'University Court'** of the affiliating university performs functions akin to those of a Senate. *(Refer to 'University Court' in University Acts – **Enclosure II-A**, Pages 11-13)*

- **EXECUTIVE COUNCIL** – The 'Executive Council' of the affiliating university performs functions akin to those of other Executive Councils. *(Refer to 'Executive Council' in University Acts – **Enclosure II-A**, Pages 17-18)*

- **PLANNING BOARD** – For this college, the **'Planning and Development Committee'** of the affiliating university performs functions akin to those of a Planning board. *(Refer to 'Planning and Development Committee' in University Acts – **Enclosure II-A**, Pages 11-13)*

- **FACULTY COUNCIL** – The 'Faculty Council' of the affiliating university performs functions akin to those of other Faculty Councils. *(Refer to 'Faculty Council' in University Acts – **Enclosure II-A**, Pages 23-24)*

AT THE COLLEGE –

- **ACADEMIC COUNCIL / FACULTY COUNCIL** – This Body was first constituted in the year 1994. With the resignation of the then Vice Principal of the Institute, the management took a decision to abolish the post of Vice Principal, and instead form an *Academic Council.* It would be constituted of the Principal (as an ex-officio member) and one faculty member from each of the Sections of the Department of Home Science, with the senior-most faculty member as its Chairperson. The Academic Council for the Dept. of Home Science started functioning from September 1994. Currently, the Academic Council of the Department of Home Science consists of, in addition to the Principal, six teacher members.

  The Academic Council of the Department of Commerce was first constituted in August 2003, and currently consists of, in addition to the Principal, three teacher members.

  This body is named as *Faculty Council* at the Department of Management, while otherwise serving the same functions. This Council was established in June 2002, and consists of the Director (Education) (as Chairperson) and all full-time faculty members.

  These Bodies usually meet once a month. Their general functions are follows –
  - Fixing of dates for periodical / tutorial and   B. Ed. Practice Teaching Examination.
  - Preparation of report cards
  - Fixing of dates and planning and preparation for various activities of the Institute such as Debates, Cultural Programmes, Exhibitions and others
  - Maintaining of discipline and dispersing of daily duties
  - Decision regarding poor attendance and academic record of students
  - Revision and restructuring of the syllabus with help of all faculty members
  - Preparation of timetable for the academic year
  - Disbursement of UGC funds for equipment and books to different Sections of the department

- **OTHER AUTHORITIES/COMMITTEES** – At the Departments of Home Science and Commerce

Sl. No.	AUTHORITY/COMMITTEE	ESTABLISHED IN	TEACHER COORDINATORS	STUDENT MEMBERS
1	Alumni Association	April 2003	2	10
2	'Bridge and Remedial Courses' Activity Group	July 2003	3	10
3	'Canteen Services' Activity Group	October 2003	2	15
4	Career Guidance and Placement Cell	August 2003	3	20
5	College Magazine	March 2003	2	10
6	'Computer and Centralised Media Services' Group	July 2003	2	10
7	'Consultancy Services' Group	April 2003	2	5
8	'Extension Services' Activity Group	May 2003	4	50
9	'Extra-curricular Activities' Group	August 2003	3	28
10	'Health Services' Activity Group	August 2003	2	10
11	'Holistic Development' Cell	July 2003	2	10
12	'Housing Services' Activity Group	May 2003	2	10
13	'Library and Information Center' Committee	April 2003	3	10
14	Maintenance Cell	April 2003	6	20
15	NSS Cell	July 2002	2	200
16	Ph.D. Cell	July 1982	2	Nil
17	Printing and Publicity Services	February 2003	3	10
18	'Research, Projects and Seminars' Activity Group	July 2003	2	3
19	'Staff Development' Activity Group	April 2003	2	20
20	Students Council	July 1988	2	20
21	Students' Feedback	August 2003	2	20

- The **PRINCIPAL** of the college coordinates the following activities – Admissions, Academic Linkages, Affiliation, Teachers' Recruitment, Students and Staff Counselling, Loans and Aids, Staff Appraisal, Staff Grievance Redressal, and Purchases.

An overview of the objectives and activities of the Authorities/Committees –

ALUMINI ASSOCIATION

Main Objectives –

- To foster the growth of healthy interactions between the institution and the staff and students; and to work for the mutual benefit for all.

Activities –

- Academic Activities:
    Help ex-students in job placements.
    Promote interactions with various industries.
    Hold talks on different issues and topics that would be beneficial to all.
    Jointly organise seminars/symposia/workshops with the 'Research Project and Seminars' Activity Group
- Social/ Community Service:
    Arrange and organise various medical camps.
    Undertake different extension activities to help the community at large.
- Cultural and Recreational Activities for its members and invitees.
- The activity group also plans to organise various fund raising activities for the sustainability of the association apart from promoting further memberships to the association.

'BRIDGE AND REMEDIAL COURSES' ACTIVITY GROUP

Main Objectives –

- To identify students requiring special coaching (Bridge Courses) in specific academic areas in order to bridge the gap between their knowledge and that required for the said programme
- To help students, along with the subject teachers, to orient themselves into the degree programme (graduate or undergraduate) that they have enrolled into and prepare themselves to meet the initial curricular requirements of the said programme.
- To work with subject teachers in identifying the students with educational disadvantages.
- To arrange for suitable remedial courses.

Activities –

- This group proposes to initiate and continue the following courses in order to enable the students to meet the requirements of the course into which they have enrolled:
    - Course on updating and enhancing the *'Numerical Skills'* of the students. This course would be specially designed for those students who are particularly weak in the mathematical and other numerical ability.
    - Course on improving the *'Communication Skills'* of the students through the English language. This course would be specially designed for the students coming from schools having vernacular medium of instruction and for those students who lack confidence in this.
- The group also plans to start *'Guidance and Coaching'* classes for the students who wish to undertake the various competitive exams particularly the 'National Eligibility Test' (NET).

'CANTEEN SEVICES' ACTIVITY GROUP

Main Objectives –

- To provide quality canteen services to students and staff for a minimum of 8 hours daily of a canteen that shall promote and help healthy interactions among the students during their spare time.

Activities –

- This activity group would undertake a regular check on conditions in which the food is prepared, served and stored in the canteen.
- The group shall maintain a feedback report on the complaints and the suggestions made by the students and staff regarding the performance of the canteen and corrective measures would be promptly enforced.
- Different food festivals would be arranged by the 'canteen' activity group so as to provide more variety and reduce the monotony in the menu. This would also provide an opportunity for the group to generate some funds that may be used for the betterment of its services.
- The group would make arrangements to install a tea/coffee vending machine.

CAREER GUIDANCE AND PLACEMENT SERVICES CELL

Main Objective –

- Facilitating students' establishment into preferred and suitable careers.

Activities –

- Maintaining information about the number of students (with their qualifications and attributes) who are desirous of taking up jobs on being qualified.
- Maintaining a systematic data bank regarding available vacancies suitable for these students. This is done by surfing the Internet, studying leading newspapers/magazines and other media, and through word-of-mouth information.
- Organising special presentations by the placement consultants/agencies and Human Resource Development and Management experts.
- Guiding students into a suitable career plan by giving them exposure to the details, modalities and protocol involved for it. This is done by training them for various types of interviews, giving talks on work culture concepts, providing corporate overviews, detailing upon entrepreneurial skills, and other related issues.
- Monitoring the students' success at their chosen paths and using information from placement of ex-students to guide current students.
- Being vigilant of the changing macro environment and job markets, and accordingly modifying the activities in the five earlier points.
- Keeping all necessary records for the above, and maintaining required transparency for the same.
- Guiding and discussing possible vocations for self-employment of students and in some cases demonstrating them through activities of Consultancy groups.
- Maintaining information about the number of students (with their and attributes) who are eligible for internship and maintaining a systematic data bank regarding available vacancies suitable for these students. This will be done from records of previous years in Department of Commerce and individually in all sections of Department of Home Science.

COLLEGE MAGAZINE

Main Objectives –

- To keep the stakeholders abreast of the activities (curricular, co-curricular and extra-curricular) of the institution through a regular medium.
- To specially update and encourage research projects and related activities within the faculty and the students through research publications.

Activities –

- To regularly (annually) publish the college magazine/newsletter from the year 2004 which would highlight the achievements of the institute, announcements of any proposed future activities by the college, articles written by the students and the staff members, additional reports on the students' feedback, the list of the

meritorious students, apart from the different research papers. The research papers shall be scrutinised and edited, if necessary by the coordinators of the 'Research Projects and Seminars Activity Group'.

'COMPUTER AND CENTRALISED MEDIA SERVICES' GROUP

Main Objectives –

- To enable the faculty members to make their classroom lectures more effective through the use of the facilities extended by this group in the form of audio-visual presentations.
- To make the students more aware about the various advanced forms of audio visual aids available and help them to get familiar with the same.
- To help the administrative staff to update themselves regarding the latest software that can be used for the accounts/other jobs.

Activities –

- Provide free Internet facilities to students and staff of the institute.
- Set up a complete audio-visual-cum seminar room having all the modern equipment (Multimedia projector with screen, slide projector, over head projector, display boards, white-boards, etc.). Train the students/staff to use these and apply in presenting papers/project reports/etc.
- Provide facility of in-house computerised data entry/formatting, at subsidised rates, of projects/dissertations to the post-graduate students.
- Organise workshops on the effectiveness of the use of these audio-visual aids in teaching and help the teachers to acquire skills in computer MS. Power Point presentations.
- Prepare a film on the Institute.
- Procure a digital video camera to be used for the documentation of the various academic activities, particularly those undertaken during the different field visits/educational excursions. This information can serve as a resource material for future use.
- Take suggestions from different Departments and the sections regarding their requirements for different software programme/packages and make arrangements for purchase of the same.
- Present a proposal before the management for a comprehensive course in computer application (basic followed by advanced). This training could be provided to teaching staff, technical staff, administrative staff and students under various types of teaching packages.

CONSULTANCY SERVICES

Main Objectives –

- Demonstrating potential of disciplines (Home Science and Commerce) in direct professional and vocational applications with particular view to gainful self-employment of students.
- Providing faculty with a platform for the honing of their professional skills in order to substantiate their teaching of related subjects.

Activities –

- Commencing activities in Consultancy cells such as –
    Childcare and guidance
    Interior design
    Diet Planning

  Consultancy services will be offered in these cells by relevant faculty, at premises of the Institute. Accordingly, Faculty and Institute will share the revenue earned from these services. Publicity for these cells will be done through students, posters in the premises of the Institute and newspaper advertisements.
- Providing students with a ringside view of practical applications of subjects studied by them by including their participation through assistance and observation of consultancy activities.

'EXTENSION SERVICES' ACTIVITY GROUP

Main Objectives –

- To create a partnership of campus and community where all parties involved are committed to reciprocity and mutual respect for each other's activities.
- To establish extension as an important player in a holistic approach to a collaborative scholarship of engagement that can contribute to research, teaching and service missions.
- Develop sound skills of leadership and teamwork.

Activities –

- Design and participate in 'service-learning' activities that can allow extension educators and learners to become a more integral part of the community.
- These activities would cover a range of topics, including learning styles, child development, multiculturalism, "at risk" labeling, sources of poverty and related diseases, the nature of community etc.
- Participants in extension activities will be encouraged to work amongst populations of varying ethnicity or socioeconomic of a *Population Education Club* is being envisaged.
- Establish a 'Women's Cell' within its scope to address all issues related to the rehabilitation and development of women.

It is planned to carry out extension activities in association with NGOs like *Interlink* and *CRY* and private organisations like *REACH*. These NGOs are involved in rehabilitation work through imparting vocational training to *bustee* and special children. Private organisations are carrying out programmes of similar nature for women and children from remand homes and juvenile cells. The past students of these organisations who are children with special needs are also trained for vocational jobs. It is envisaged to send students and teachers from the college to these institutions to assist in and improvise the training schemes.

'EXTRA-CURRICULAR ACTIVITIES' GROUP

Main Objectives –

- To ensure all around development of the students by integrating essential extra curricular activities within the curriculum and co-curricular activities among the students.

Activities –

- The group has formed the following clubs with the objective of encouraging students to develop additional interest in various extra curricular activities outside college hours and thus help foster all-around development of the individual:
    Debate, Elocution and Public Speaking Club
    Drama, Dance and Music Club
    Quiz Club
    Sports Club
- The group also intends to organise various competitive activities to be performed by the students individually or in groups, to channelise him/her to excel in chosen field of choice to develop confidence and a sense of achievement. Through this endeavor the club also expects to encourage a sense of responsibility and loyalty in every student towards a group. The various proposed college level / inter college level competitions by the group include the following:
    Intra-departmental and inter departmental quiz for the students of the college
    Intra departmental and inter departmental debate competition for the students of the college
    Inter-departmental badminton tournament
- The following workshops shall be organised by the group:
    Drama Workshop
    Dance Workshop
    Workshop on Public Speaking

Aerobics Workshop

- The group would select and/or prepare students to efficiently participate in inter-college fests/competitions held by other organisations.
- The group plans to at least prepare a platform, if not effectually organise, an inter-college festival.
- The group would give guidance and required support to the students participating in the national quiz organised by the Chinmaya Mission

'HEALTH SERVICES' ACTIVITY GROUP

Main Objectives –

- To extend basic medical assistance and First Aid to the students and the Teaching as well as the non-teaching staff during college hours.
- To organise different 'Health Awareness Programmes', by inviting Experts from relevant fields, to apprise beneficiaries regarding Personal Health, Community Health Problems, AIDS, Effect of Pollution on Human Health and Hygiene and cleanliness, etc.

Activities –

- The group has organised an informative lecture on 'Cancer Awareness' in September 2003.
- Training in First Aid would be extended to all the students through a workshop on the same.
- As an extension of Health Service to the community, this Activity Group intends to organise a Blood Donation Camp in March 2004.
- As an extended part of the awareness programme, the Activity Group will also arrange for a Poster Competition on health related issues by the students.
- The group also plans to set up a *'Diet Consultancy Centre'* for its students and staff members, who can avail of the services, free of cost; however by prior appointment with the diet consultants.

'HOLISTIC DEVELOPMENT' CELL

Main Objectives –

- To foster self-development of the staff and students designed through various programmes for physical, mental, emotional, social and spiritual upliftment.

Activities –

- Organise different workshops on yoga, meditation and breathing exercises.
- Hold talks on handling of the mind, understanding the nature of self, ways of interacting effectively with peers, other acquaintances and strangers.

'HOUSING SERVICES' ACTIVITY GROUP

Main Objectives –

- To help non-resident students to pursue education without much encumbrances and enable them to perform as efficiently as they would if they were at home.
- To arrange for adequate housing facilities for the non-teaching staff and to help them solve problems, if any, especially with regard to the existing housing facilities provided to some of them.
- To extend hospitality to guests/faculty visiting the institute from other cities/places.

Activities –

- The group shall maintain a list of students requesting for accommodation within the city and keep these students well informed regarding the same.

- The group shall ensure details of hostel / paying guest accommodations within the city limits along with names of the organisation/landlord, monthly rent, terms and conditions, availability of wholesome and hygienic food, and other services. In certain situations the group shall also negotiate on behalf of the students.
- The group also proposes to establish links and collaborations with different organisations/paying guest accommodations so that a regular service can be ensured to the students. Talks are already on with one such private hostel, 'Nazareth Villa', located at Park Circus that is within close vicinity of the college. It has been mutually agreed that the management from the same hostel would reserve at least 5 seats for the students of Smt. J. D. Birla Institute every academic session and shall wait till the middle of July every year after which they would pass on the facility to other prospective students.
- The coordinators of this activity group propose to develop a good rapport and maintain healthy relations with the hostel/PG wardens, thereby ensuring the security of the students and their wards.
- The group shall also discuss the proposal extended by the Jadavpur University regarding provision for accommodation for the foreign students under the cultural exchange programme seeking admission to the institute (under the affiliation of the university).
- The group shall also find out detailed information regarding the accommodation that is provided by the *S. K. Birla Group* guesthouses for all the guests of the institute.

'LIBRARY AND INFORMATION CENTRE' COMMITTEE

Main Objectives –

- To provide academic support facilities to students through a rich store of exhaustive literature/information in the form of books/journals/periodicals/magazines/etc.
- To provide a ground for the faculty members to update themselves in their respective fields through the facilities provided by the library and information centre.

Activities –

- Improve and upgrade the current system of cataloguing being followed in the library.
- Furnish and organise the Faculty Reading Room where the faculty members can find a peaceful environment to study.
- Re-frame the library rules and regulations, applying to both the students and faculty members, such that better and efficient facilities can be extended to the beneficiaries year after year.
- Help the head librarian to establish communication links with the various publishers so that she can maintain details of the new and forthcoming issues and editions of books in the relevant subject areas. This would help the institute to immediately and efficiently disburse the time bound funds it receives. Further, it would also enable the faculty members to be aware of the latest sources of literature available so that they can keep themselves abreast of the new information and keep themselves updated.
- Add new relevant subscription of journals/periodicals to the existing list depending upon need of the revised curricula and also consider discontinuation of those that are not much relevant to the present times.
- Propose to start an information center on different specific subject areas of various disciplines. This unit shall provide (even on-line) information to the student/staff on any subject area, which is within the purview of the center.
- Procure and maintain audio and visual aids in the form of CDs, DVDs, videocassettes, etc. and make it available to its beneficiaries.

MAINTENANCE CELL

Main Objectives –

- To maintain cleanliness within the college premises.
- To ensure smooth running of the college activities by reporting any breakdown of electrical fittings and fixtures, laboratory equipments, etc. to the management and seeing to it that they are repaired.

Activities –
- The cell shall maintain a register whereby the staff members and the students can make a note of their complaint regarding any grievances against poor maintenance of class rooms/laboratories.
- The cell shall also undertake periodical checks and survey all the rooms and other open spaces within the college and make a note of any repair work needed. They shall then report it to the concerned authorities and ensure that the same is executed.
- The cell shall make efforts to improve the ambience of the premises by rearranging the furniture kept in the assembly/reception area and together with the help of the college gardener arrange for more plants in the garden and the corridors.

NSS CELL

Main Objectives –

To arouse in the students social conscience and to provide him/her with opportunity –
- To work/with among people
- To engage in creative and constructive social action
- To enhance his/her knowledge of himself/herself and the community
- To put his/her scholarship to practical use in mitigating at least some of the problems
- To gain skill in the exercise of democratic leadership
- To gain skill in programme development to enable him/her for self-employment
- To bridge gulf between the educated and uneducated masses and
- To promote the will to serve the weaker section of the community

Activities –
- Poster exhibition on National Integration on 15th August, 2003 at premises of Institute
- National Integration Camp for women, September, 2003 attended by one NSS officer and 9 students at *Nadar Mahajana Sangam Sermathai Vasan College* for Women, Kamraj University, Madurai. The activities in the camp included –
  Seminars on 'Women and Leadership Skills', 'Women and Legal Issues', 'Harmony through Religion' etc.
  Village visits to '*Valayankulam*' a village adopted by the host college where surveys were conducted on its educational, occupational, infrastructural status. These visits also promoted interaction between city dwellers and villagers aimed at narrowing the gap between the privileged and the under privileged. Group discussions where the day's activities were discussed.
  Cultural exchange programmes performed by each participating university brought to the forefront the rich cultural heritage and culture of India.
- Adoption of slum close to own Institute in order to study and develop their resources.

Ph.D. CELL

Main Objectives –
- To facilitate students for doing research & doctoral programmes after postgraduation in order to enhance their knowledge as well as contribute innovative aspects in their respective fields of expertise.

Activities –
- To make a systematic database of the list of the students interested to conduct Ph.D. after postgraduation.
- Providing them with proper resources and research materials.
- Arrangement for expert guidance from eminent professors.

- To make efforts for the maintenance of special research magazines, journals and books for exclusive use for research associates.
- Arrangement for participation in workshop, seminars organised by other universities and institutions with the help of 'Research, Projects and Seminars' Activity Group.
- Making proper arrangements for the presentation of research paper prepared by the research associates.
- Arrangements for procuring requisite fund for research projects through sponsorship, university grants, institutional aid etc.

PRINTING AND PUBLICITY SERVICES

Main Objectives –
- To maintain quality checks of all printed documents, stationary, handouts, files, letters and other documents that are used for general purposes by the institution, especially at an institution-external interface.
- The group shall also oversee the cost implications of such documents.

Activities –
- The coordinators of the group shall also maintain a sample file of paper types, printing styles, cost and addresses of different printing firms, etc.
- The group shall arrange for services to the institution and sub-committees within the stipulated time by maintaining the above-mentioned objectives.

'RESEARCH, PROJECTS AND SEMINARS' ACTIVITY GROUP

Main Objectives –
- To promote research and overall academic development of the Institute in all its departments.
- To foster cordial interactions between the college and the industry.

Activities–
- The group will initiate a databank regarding the proposals issued by the different Research/Projects funding organisations such as University Grants Commission (UGC), Council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research (ICAR), Department of Science and Technology (DST), United Nations Development Fund (UNDP), World Bank, Department of Atomic Energy (DAE), etc. This information would include the funds and other assistance offered, time frame for the fund allocation, corresponding addresses, etc.
- The group will encourage the faculty members to start at least two Projects, either individually or in collaboration with the affiliating University through any of the above-mentioned funding agency.
- The group shall maintain records of all the proceedings of the different national as well as the city level seminars organised by the various disciplines of the institution.
- The group proposes to initiate the publication of a research journal with an objective to promote and disseminate research activities of the Home Science discipline.
- The group intends to set up a special research sub-committee of relevant members, in the Department of Home Science, to enable postgraduate students to effectively select their theme of study (Dissertations).
- This activity group also plans to encourage the faculty members to write books in the relevant subject areas by providing them with details on seed money/funding possibilities available for this purpose.

'STAFF DEVELOPMENT' ACTIVITY GROUP

Main Objectives –
- To accomplish all round growth in teaching, communication and inter-personal behavior of teaching staff.
- To help non-teaching staff to develop additional skills and efficient managerial techniques.

Activities—

The group shall maintain a data bank on the various refresher/orientation courses being held at different places during the current and the following year.

- The group shall also inform the faculty members who are required to complete the refresher/orientation courses for moving on to the next promotion scale of pay.
- The group proposes to initiate and organise a refresher course within the college on 'Home Science Education' and Commerce with the UGC academic staff college of the Jadavpur University.
- Different workshops and talks shall be organised to enable the teaching as well as non-teaching staff to cope with their stress problems (through a workshop on 'Stress Management'), and to help teaching staff to improve upon their pedagogical and communication skills.
- Special workshops shall be conducted for the administrative staff that will help them to acquire advanced skills in computer applications relevant to their needs and requirements.
- The group shall arrange for literacy campaign for the class 4 staff and their family members and specially organise a workshop on budgeting, finance management and ways to apply for financial loans for them.

STUDENTS COUNCIL

Main Objective —

- To promote healthy interaction between the institution, staff members and students, as well among the students themselves for the mutual benefit of all concerned.

Activities —

- The group would undertake a regular check on the overall activities of the students.
- The group shall also maintain a feedback report on the complaints and the suggestions made by the students regarding academic, social and miscellaneous other problems.
- This group shall also attempt to address grievances of the students and if necessary, shall provide counseling in consultation with the coordinators of the 'Health Services Activity Group'.
- The group would undertake to prepare a platform whereby the students interact well with one another.

STUDENTS' FEEDBACK

Main Objective —

- To improve the programme and provisions of the college through students' evaluation of coursess.
- To evaluate the teachers through students' feedback by highlighting their strengths and weaknesses, thereby enabling them to introspect and develop themselves as individuals.

Activities —

- The group shall undertake a survey, through a pre-formed questionnaire, regarding the students' preference/opinion about the institution as a whole and regarding the performance of each individual faculty member who has taught them over the entire period of their completing the undergraduate/postgraduate course. The data thus collected would be analysed by an external/professional agency. Necessary action would then be taken to utilise the information thus generated for improving the quality of teaching and the infrastructure of the institution.

Appendix VI

INSTITUTIONAL CALENDARS

DEPARTMENT OF HOME SCIENCE
CALENDAR
SESSION 2001 - 2002

N.B. LIST OF HOLIDAYS & EXAMINATION DATES

| RV=> Puja Vacation |
| WB=> Winter Break |
| PL=> Preparatory Leave |
| PE=> Periodical Exam |
| UE=> University Exam |
| SV=> Summer Vacation |

June, 2001
1-30 Summer Vacation

July
***

August
4 Raksha Bandhan
11 Janmastami
15 Independence Day (Celebration)

September
17 Mahalaya

October
2 Gandhi Jayanti
9-10 Preparatory Leave
11-19 1st Periodical Exam B.Sc. & M.sc.
20-31 Puja Vacation

November
1-17 Puja Vacation
30 Guru Nanaks Birthday

December
17 Id Ul Fitre
24 University Convocation
25-31 Winter Break

January, 2002
1 New Year's Day
23 Netaji's Birthday
26 Republic Day

February
2-3 Preparatory Leave
4-12 2nd Periodical Exam B.Sc. & M.sc.
17 Saraswati Puja (Celebration)

March
11-20 Periodical Exam B.Ed.
25 Muharram
28-29 Holikotsava

March
30-31 Prep. Leave for J.U Exam

April
14 Chaitra Sankranti
15 Bengali New Year's Day
1-30 University Exam

May
2-17 University Exam
1 May Day
9 Rabindra Jayanti
18-25 Summer Vacation

DEPARTMENT OF HOME SCIENCE
CALENDAR
SESSION 2002 - 2003

(Calendar grid for the months June, July, August, September, October, November 2002 and December, January, February, March, April, May 2002–2003, arranged by day of week (Sun–Sat) with week numbers W1–W28.)

N.B.

- PV=> Puja Vacation
- WB=> Winter Break
- PL=> Preparatory Leave
- PE=> Periodical Exam
- JE=> University Exam
- SV=> Summer Vacation

List of Holidays

June, 2002	
1-30	SUMMER VACATION

July	
12	Rathajatra

August	
15	Independence Day (Celebration)
22	Raksha Bandhan
31	Janmasthami

October	
2	Gandhi Jayanti
1 & 2	Preparatory Leave
3-10	Periodical Exam-I B.Sc.& M.Sc
6	Mahalaya
11-31	Puja Vacation

November	
1-6	Puja Vacation
19	Guru Nanak's Birthday

December	
8	Id-Ul-Fitre
24	University Convocation
25-31	Winter Break

January, 2003	
1	New Year's Day
23	Netaji's Birthday
26	Republic Day

February	
6	Saraswati Puja (Celebration)
11&12	Preparatory Leave
12	Iduz-zoha
13-21	Periodical Exam-II for B.Sc. & M.Sc.

March	
14	Muharram
18-19	Holikotsava
30-31	Preparatory leave

April	
14	B.R.Ambedkars' Birth Day celebration
15	Bengali New Year Day
18	Good Friday Day
1-30	University Exam

May	
1	May Day
2-20	University Exam
9	Rabindra Jayanti
21-31	Summer Vacation

DEPARTMENT OF COMMERCE
CALENDAR
2001 - 2002

Calendar grid (2001 — JULY to DEC; 2002 — JAN to JUNE) with rows: Sun, Mon, Tues, Wed, Thur, Fri, Sat, Week (W1–W26).

Legend

Symbol	Meaning
PV	Puja Vacation
WB	Winter Break
PL/P	Preparatory Leave
(shaded)	Tutorial Exam
(shaded)	University Exam
	Annual Exam PRT-I
SV	Summer Vacation

N.B. LIST OF HOLIDAYS & EXAMINATION DATES

July, 2001
2 - 10 Summer Vacation

August
4 Raksha Bandhan
15 Independence Day (Celebration)
11 Janmasthami

September
10-13 Tutorial-I for Part-I (Computer Practical)
17 Mahalaya

October
2 Gandhi Jayanti
10-11 Preparatory Leave
12-19 Tutorial - I Exam
22 - 31 Puja Vacation

November
1-17 Puja Vacation
30 Guru Nanak's Birthday

December
17 Id-Ul-Fitr
24 University Convocation
25-31 Winter Break

January, 2002
1 New Year's Day
23 Netaji's Birthday
26 Republic Day
30-31 Preparatory Leave

February
1-2 Preparatory Leave
4-14 Tutorial - II Exam
17 Saraswati Puja (Celebration)

March
25 Muharram
28-29 Holikotsava

April
1 & 2 Preparatory Leave
3-5 Computer Practical Part-I
18-20 Annual Exam Part - I
15 Bengali New Year's Day
8-25 Part-III J.U. Exam

May
1 May Day
9 Rabindra Jayanti
20-30 University Part-II Exam
31 University Part-I Exam

June
3 University Part-I Exam
5-29 Summer Vacation

DEPARTMENT OF COMMERCE
CALENDAR
2002 - 2003

(Monthly calendar grids for JULY, AUG, SEPT, OCT, NOV, DEC 2002 and JAN, FEB, MAR, APR, MAY, JUNE 2003, with days Sun–Sat and Week numbers W1–W26.)

Legend:

PV	Puja Vacation
WB	Winter Break
PL	Preparatory Leave
TE	Tutorial Exam
UE	University Exam
SV	Summer Vacation

N.B. LIST OF HOLIDAYS & EXAMINATION DATES

July, 2002
1 TO 11	Summer Vacation

August
13	Rathajatra
15	Independence Day (Celebration)
22	Raksha Bandhan
31	Janmasthami

September
27-30	Preparatory Leave

October
1-10	Tutorial Exam - I
2	Gandhi Jayanti
6	Mahalaya
11-31	Puja Vacation

November
1-6	Puja Vacation
19	Guru Nanak's Birthday

December
6	Id-Ul-Fitr
24	University Convocation
25-31	Winter Break

January, 2003
1	New Year's Day
23	Netaji's Birthday
26	Republic Day

February
6	Saraswati Puja (Celebration)
10-12	Preparatory Leave
12	Id-uz-zoha
13-20	Tutorial Exam - II

March
14	Muharram
18-19	Holikotsava

April
14	B.R.Ambedkars' Birth Day celebration
15	Bengali New Year Day
18	Good Friday Day
2-4 & 17-19	Annual Exam of Part-I
7-26	University Part-III Exam

May
1	May Day
9	Rabindra Jayanti
21-30	University Part-II Exam
27-29	University Part-I Exam

June
2-28	Summer Vacation

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DEPARMENT OF MANAGEMENT

CALENDAR

SESSION : 2002-2003

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	AUG				SEPT				OCT				NOV				DEC				JAN			
Sun	28	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19
Mon	29	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20
Tues	30	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21
Wed	31	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22
Thur	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23
Fri	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24
Sat	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25
Week	1	2	3	4	5	6	7	8	9	10	PB	PB	13	14	DB	16	17	18	19	20	21	22	PL	E	E	TB
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26

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	FEB				MAR				APR				MAY				JUNE				JULY			
Sun	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20
Mon	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21
Tues	28	4	11	18	25	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22
Wed	29	5	12	19	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23
Thur	30	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24
Fri	31	7	14	21	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25
Sat	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26
Week	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	SB	SB	W20	W21	PL	E	E	TB
	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20	W21	W22	W23	W24	W25	W26

N.B.

PB => Puja Break

DB => Diwali Break

SB => Summer Break

PL => Preparetory Leave

E => Examination

TB => Term Break

List of Holidays

Aug 2		Nov		Jan. 2003	
15	Independence Day	4 - 8	Kalipuja/Diwali Break	23	Neteji's Birthday
22	Raksha Bandhan	19	Guru Nanak's Birthday	26	Republic Day
31	Janmasthami	**Dec**		**Feb**	
Sept.		6	Id- Ul- Fitr	6	Saraswati Puja
7	Vishwakarma Puja	24	University Convocation	12	Iduz-zoha
Oct.		25	Christmas	**March**	
2	Gandhi Jayanti			1	Shivaratri
6	Mahalaya			5	Muharram
7 - 20	Puja Break			18- 19	Doljatra & Holi

April		May		June		July	
18	Good Friday	1	May Day		*****	12	Rathajatra
15	Navabarsha	9	Rabindrajayanti				
		12-31	Summer Break				
		16	Budh Purnima				

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Appendix VII

ANNUAL REPORTS

ANNUAL REPORT for July 2001 – June 2002

Some major activities –

- Department of Home Science reopened on 1st July after Summer Vacation. Department of Commerce reopened on 10th July.

- Students of PG (Final year) Home Science proceeded for internship as trainee counsellors to mental health centers and Human Resource Development (HRD) departments of hotels and industrial establishments.

- Admissions to entry year of UG programmes in the three departments were completed in July, and classes commenced from August.

- Admissions to PG programmes – M.Sc. and B.Ed. – of the Department of Home Science were completed in early August, and classes started by the mid-August.

- In July, Orientation Lecture by Principal and faculty were organised for entry year students.

- The teachers were busy planning their teaching schedules and completing major part of the syllabi from beginning of the session in July to Puja Vacation in October.

- 24th Biennial Conference of the *Home Science Association of India* was held at *Lady Irwin College*, New Delhi in October. Two teachers from the Department of Home Science represented the Institute at the Conference.

- In the 2nd week of October, two sets of examinations – 1st Periodical and 1st Tutorial – for Departments of Home Science and Commerce respectively, were conducted.

- College closed for Puja Vacation (20th October – 16th November 2001).

- Answer scripts of the 1st Periodical and 1st Tutorial examinations were examined and Report Cards were handed over to the students by end-November.

- Jadavpur University organised a Career Fair at its campus in end-November. Smt. J. D. Birla Institute participated in the fair for creating further awareness about its UG and PG programmes of the Department of Home Science, and UG programme of the Department of Commerce. Future career prospects of the programmes were greatly emphasised.

- Parents of students with poor attendance and weak academic performance were notified and asked to meet with the Principal. During the meeting the Principal stressed on academic performance and regularity in attendance; suggestions and solutions were deliberated upon.

- Two faculty members of the Department of Home Science attended a Refresher Course in December.

- FN Section of Department of Home Science organised a gala X' Mas Party for the faculty members as a part of the practical activities of the Section.

- College closed for a short Winter Break (24th December – 1st January 2002).

- An intra-departmental debate was organised at the institute premises. The motion – *"In the opinion of the house a modern woman is not one who has a modern look but a modern outlook".*

- A picnic was organised for the faculty members aboard a steamer on the River Hooghly. This was well attended and extremely enjoyable.

- Students of the HD Section of Department of Home Science proceeded for their month-long internship from mid-January to mid-February to Montessori houses and kindergarten sections of regular schools; also to special schools, NGOs and HRD departments of hotels and industrial establishments.

- Saraswati Puja was organised on 17th February at the Institute by 1st (entry) year students.
- In the 3rd week of February two sets of examinations – 2nd Periodicals for Department of Home Science and 2nd Tutorials for Department of Commerce were held. Answer Scripts were examined during March and report cards handed over to the students soon thereafter.
- Arrangements were made for students' internship in the specialisations of UG Final Year Home Science by respective faculty of the Sections of CH, FN, FRM and TC.
- On 1st March, all Sections (except HD Section) proceeded for month-long internship training in various places such as hospitals, hotels, confectioneries, interior design firms, advertising agencies, textile printing, weaving units, pottery making units and Montessori houses.
- Two farewell parties were organised – for the outgoing students of UG and PG Home Science, and UG Commerce – in the month of March.
- Question papers for practical subjects were set by the Internal Examiners and sent for moderation and printing to the Controller of Examinations, Jadavpur University.
- Annual stock checking was done in the laboratories, which were then set up (with required purchases) for smooth conducting of practical papers of University Examinations scheduled from 1st April 2002.
- The Annual University Examinations for the Departments of Home Science and Commerce were held in the April and May.
- The Institute closed for Summer Vacation from 18th May 2002 to 30th June for the Department of Home Science, and 5th June 2002 to 11th July for the Department of Commerce.
- Several short term courses were conducted in June.
- Major overhaul and repairs of the physical infrastructure at the Institute were undertaken in June.
- Admission to entry year of UG programmes of all three departments started in June (*The process of admission was completed in July*).

ANNUAL REPORT for July 2002 – June 2003

Some major activities –

- Extensive and intensive review and restructuring of syllabi of all degree programmes in Home Science and Commerce were done (with help of UGC guidelines) during July to October 2002. (Beginning of session to Puja Vacation)

  The most important change made in the UG curriculum of Home Science was that the system of choosing between Science and Bio-Science streams in the second year of study was discontinued. All Foundation (Subsidiary) subjects were therefore made compulsory in the first two years of UG study. This was done with the idea that students would get a longer time (two years instead of one year) to choose between specialisations as offered in the final year.

- In July, students of PG (Final year) Home Science proceeded for internship as trainee counsellors to mental health centers and to Human Resource Development (HRD) departments of hotels and industrial establishments.

- In the first week of October, two sets of examinations for Departments of Home Science (1st Periodical) and Commerce (1st Tutorial) were held. Answer scripts were examined during November, and report cards were handed over to the students soon thereafter.

- Parents of students with poor attendance records (from July to September) were notified and asked to meet with Principal. This personal interaction with parents continued from 21st October to 15th

November. During this interaction the Principal discussed academic records along with attendance, and stressed on the maintaining of the mandatory 75% attendance in order to appear for Annual University Examinations.

- In the month of November, the Controller of Examinations, Jadavpur University (affiliating University) suggested to the Principal of the college that the Departments of Home Science and Commerce could change over to the semester pattern following a similar change over in the Faculties of Science and Arts of the University.

  Through a series of meetings with faculty members of the Institute it was finally decided to follow a semester pattern according to UGC guidelines so as to maintain academic standards at par with other Universities of the country.

- The monthly meeting of Faculty Council of Science of Jadavpur University was held on 22nd November at the institute premises. This meeting provided for the required monitoring of the attributes of the Institute by the University. The high tea offered to the Faculty Council members was entirely prepared and organised by the students of FN Section of Home Science as part of the practical subject of Institutional Management.

- On 26th and 30th of November, the college organised two elimination rounds of debate, one each for the Departments of Home Science and Commerce.

- By end-November 2002 all Sections of final year UG Home Science had completed their field trips, and reports were presented in December.

- The second Inter-departmental Debate competition of Smt. J. D. Birla Institute was held on 19th December 2002 at *Vidya Mandir Auditorium* of the Satellite Centre.

- In the month of January, the 1st Semester examinations of the B.B.A. programme of the Department of Management were held at the Main Campus.

- February started with a seminar organised by the TC Section of Department of Home Science on 'Current Challenges in Textile Processing'. Prof. A.R. Thakur, Pro-Vice Chancellor of Jadavpur University addressed the delegates as Chief Guest. Eminent speakers attended the seminar from the field. '*Dye Chem International*' sponsored the event.

- Saraswati Puja in the form of '*Devi Vandana*' was organised in the Institute premises on the 6th February jointly by the first year students of the Institute.

- In the third week of February two sets of examinations for Departments of Home Science (2nd Periodical) and Commerce (2nd Tutorial) were held. Answer scripts were examined during the month of March, and report cards were handed over to the students soon thereafter.

- The Academic Council Meetings held during this academic session discussed various issues such as –
  - Finalisation of revised and restructured curriculum and recasting into semester pattern
  - Fixing of dates for Periodical/Tutorial and B.Ed. *Practice Teaching* examinations.
  - Supervising and arranging for making of report cards
  - Fixing of dates for field trips
  - Reframing of examination rules
  - Fixing of dates and logistics for various activities of the Institute such as Debate, Freshers' Welcome, Farewell Party and Annual Picnic
  - Maintaining of discipline and regularity in daily dispensing of duties
  - Decisions regarding detaining of candidates for annual university examinations with poor attendance and academic performance, and arrangement of special eligibility test for these candidates.

- Arrangements were made for students' internship for the specialisations of UG final year Home Science by respective faculty of each Section.

- On 1st of March, all Sections (except HD Section) proceeded for month-long internship training in various places such as hospitals, hotels, confectioneries, interior design firms, advertising agencies, textile printing and weaving units, pottery making units and Montessori houses.

- Two farewell parties were organised for the outgoing students of UG and PG Home Science, and UG Commerce, in March.

- The Annual Concert of *Smt. J. D. Birla Nursery* was held along with prize distribution on 27th March.

- The special eligibility test for candidates with poor performance was held in the 2nd week of March. *All* students but one cleared the tests, and were allowed to fill-up the University Examination Forms.

- Question papers for practical subjects were set by Internal Examiners and sent for moderation and printing to the Controller of Examinations, Jadavpur University.

- Annual stock checking was done in the laboratories, which were then set up (with required purchases) for smooth conducting of practical papers of University Examinations scheduled from 1st April 2003.

- The Annual University Examinations for Departments of Home Science and Commerce were held in April and May.

- The Institute closed for summer vacation on 21st May for Department of Home Science, and 2nd June for Department of Commerce.

- In June, internal changes were made to the structure of the building so as to efficiently accommodate all the increasingly different types of activities. The library and computer laboratory were enlarged and amalgamated. Classrooms were fashioned out from stores and other under-utilised spaces. Balance Room and research areas were organised close to the Chemistry and Biochemistry laboratories.

- Admissions to UG programmes of all three departments were made in June. B.Com. (Final year) results were published by the University on 6th June.

- Several short term courses such as 'Finishing School', 'Bakery and Cookery' were conducted in June.

- A high level meeting was held in the month of June with the Controller of Examinations and Dean of Science of the University and the Academic Council of the Institute to discuss examination rules pertaining to the newly introduced semester pattern.

STUDENTS FEEDBACK

Students' Programme Evaluation
(Format No. 4 as suggested by NAAC)

conducted in August 2003 by

Smt. J. D. Birla Institute

Question-wise Results:

DEPARTMENT OF HOME SCIENCE

Respondents: *89 Present Students [B. Sc. (Honours) in H. Sc. – Final Year]*
                82 Ex-students [B. Sc. in H. Sc. – Batch of 2003]

Q1. Before undertaking the programme did you get a prospectus giving details of
   a) courses available   *b) admission rules*   *c) completion requirements*
   d) fee and refund structure   *e) support services and training available   f) financial aid*
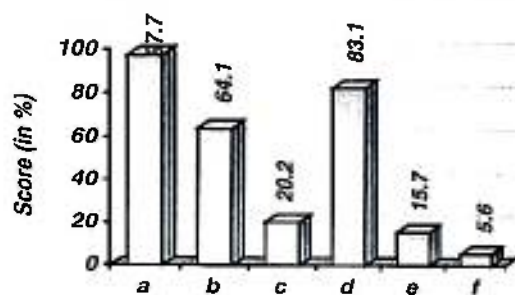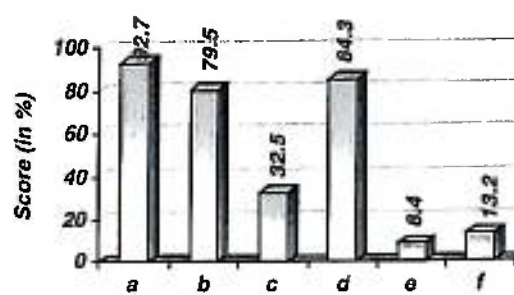
Present students   *Ex-students*

Q2. What determined your choice of the subject?

a) interest in the subject   b) past scores in the subject   c) influence of parents/friends/teachers
d) ease of getting admission   e) ease of passing   f) reputation of the department/teachers
g) ease of getting admission to   h) ease of getting a job after completion   i) availability of scholarship/stipend
j) others, (specify)
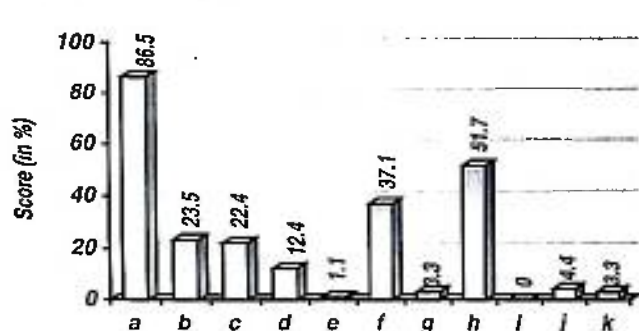
Present students   *Ex-students*

Q3. Was your background to undertake the programme?

a) adequate   b) inadequate   c) more than adequate
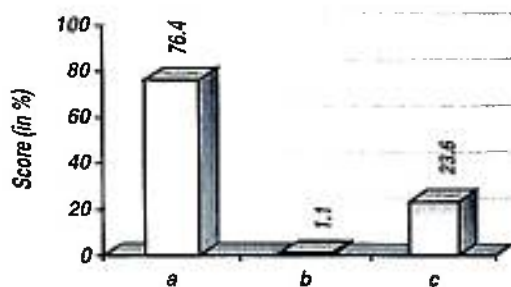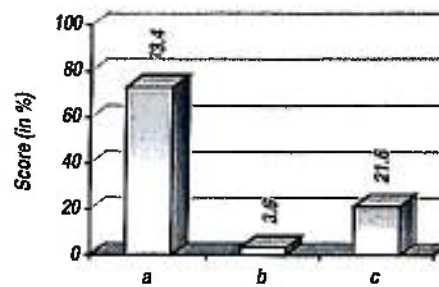
Present students   *Ex-students*

Q4. The choice of courses offered was

a) satisfactory   b) unsatisfactory   c) not available
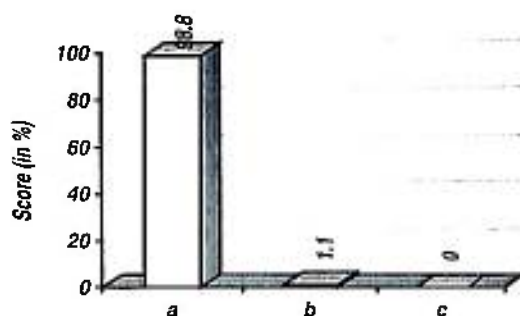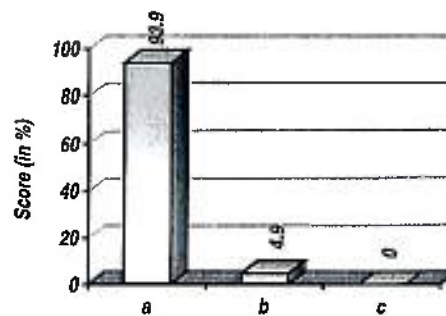
Present students   *Ex-students*

Q5. In case no optional courses were available, would you have liked to have some?
   a)   yes   b)   no   c)   worth trying
   Response not available

Q6. What do you think should be the ratio of optional courses to the total number of courses?
   a)   100%   b)   75%   c)   50%   d)   25%
   Response not available

Q7. Was it possible to take a course in other departments?
   a)   yes   b)   no
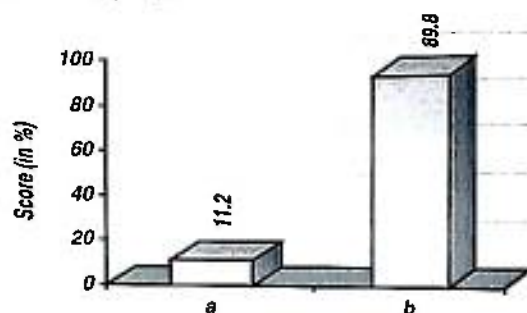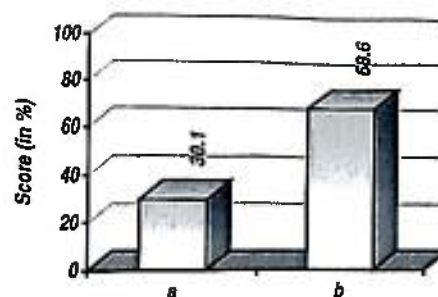
Present students   *Ex-students*

Q8. If, yes did you benefit from the interdisciplinary study?
   a)   yes   b)   no
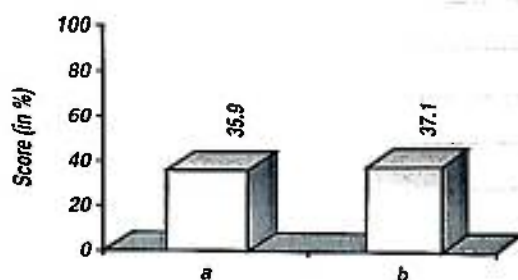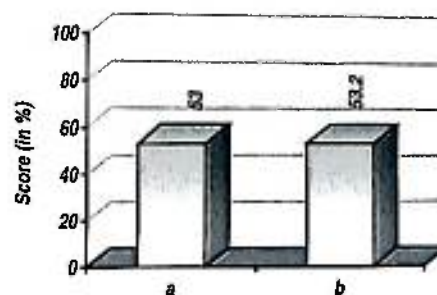
Present students   *Ex-students*

Q9. If not, would you have liked to do interdisciplinary work?
   a)   yes   b)   no
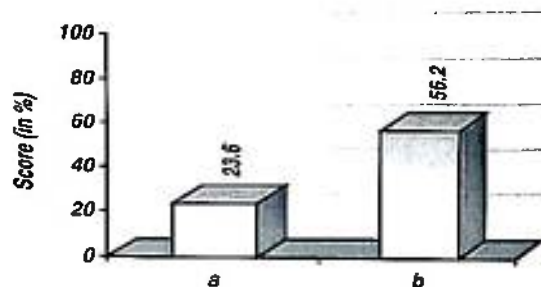
Present students
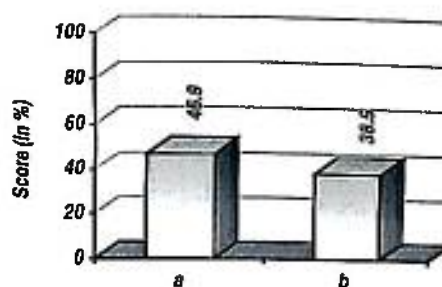
Ex-students

Q10. For how many courses did you have (give numbers)
   a)   project work   b)   practical work   c)   team projects   d)   field work
   Response not available

Q11. Did any of this help
   a)   to make classwork more relevant   b)   to make classwork more understandable
   c)   to build team spirit   d)   to promote independent study skills
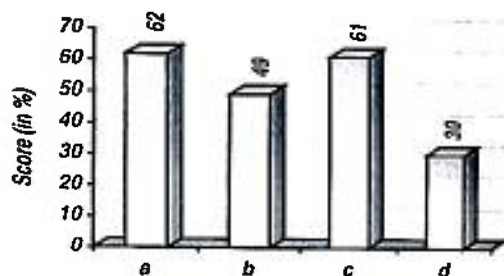
Present students
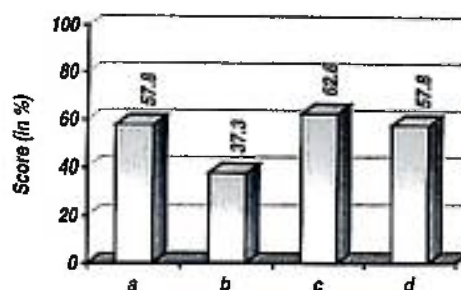
Ex-students

Q12. Was the practical/studio/workshop component of your courses sequenced integrally with theory classes?
   a)   yes   b)   no

Present students
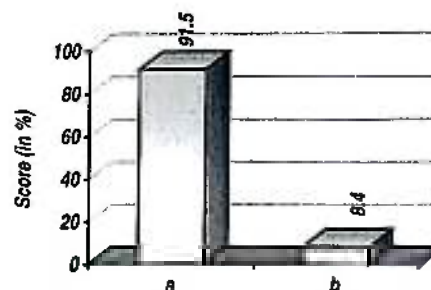
Ex-students

xlix

Q13. Were the laboratories /studios/workshops adequately equipped and properly maintained?
  a) yes, fully   b) yes, partly   c) no
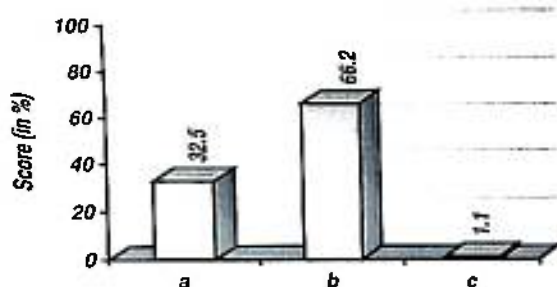
Present students
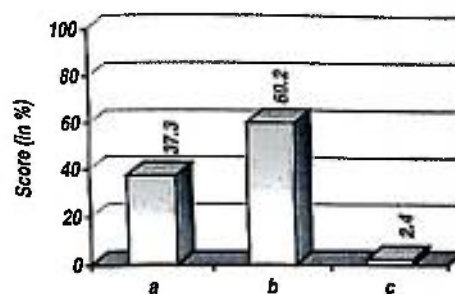
Ex-students

Q14. Were you provided training in library use?
  a) yes   b) no
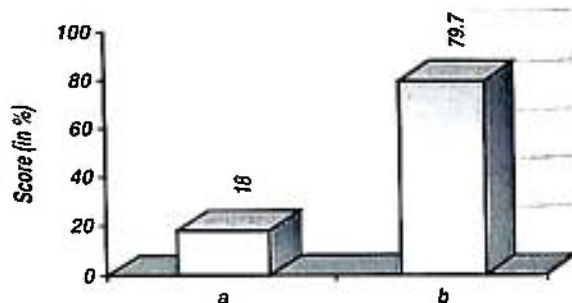
Present students
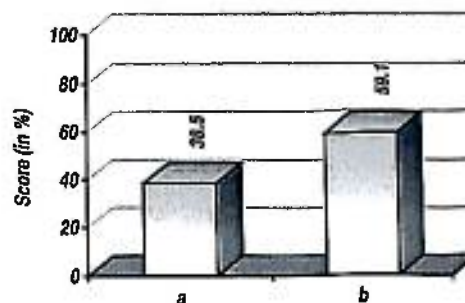
Ex-students

Q15. What is your opinion of the library holdings for your subject?
  a) excellent   b) adequate   c) inadequate   d) very poor
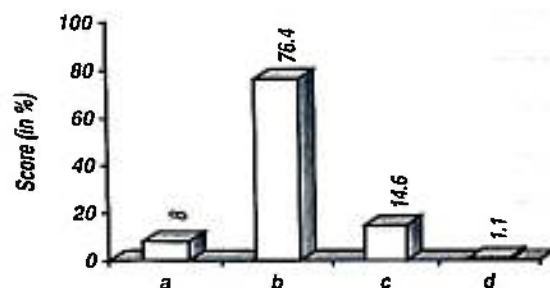
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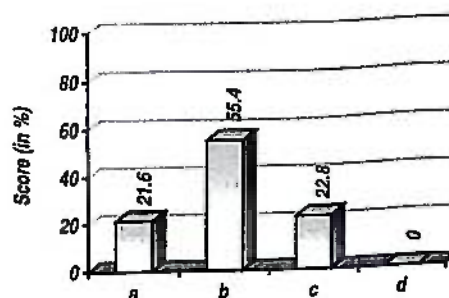
Ex-students

Q16. Were you able to get the prescribed readings?
   a) easily   b) with difficulty   c) not at all
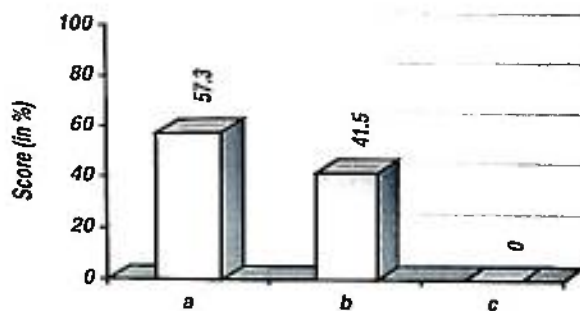
Present students
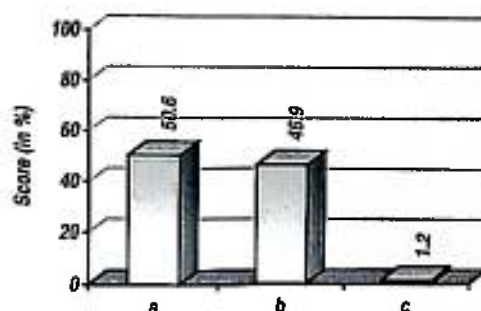
Ex-students

Q17. Were you provided with training in computer use?
   a) yes   b)   no
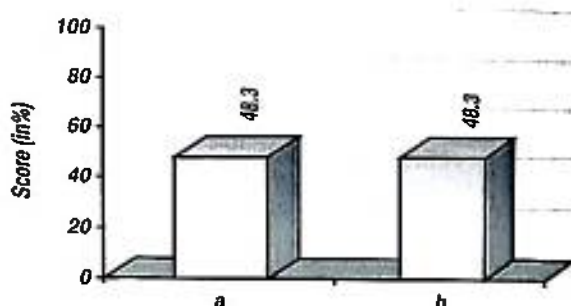
Present students
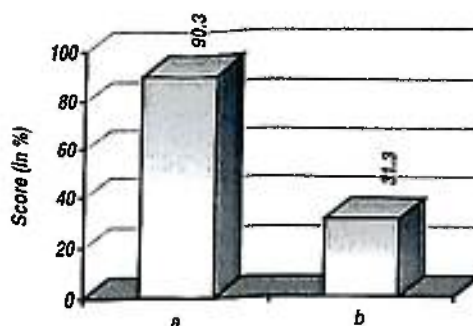
Ex-students

Q18. How educative was your mid course placement?
   a) very relevant   b) moderately relevant   c) irrelevant   d) irrelevant but interesting
   Response not available

Q19. Were you visited on placement by the departmental faculty and was feedback provided?
   a) yes, feedback given   b) yes, feedback not given   c) no, feedback was sent   d) no, feedback not given
   Response not available

li

Q20. The internal evaluation system as it exists is
  a)   desirable   b)   undesirable
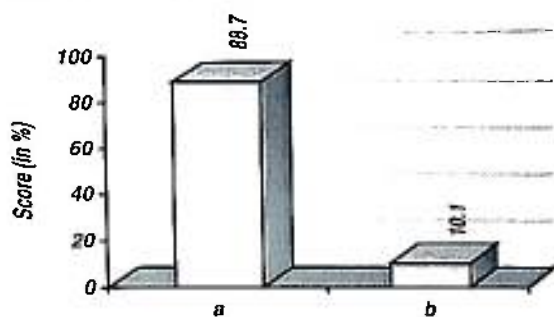
Present Students
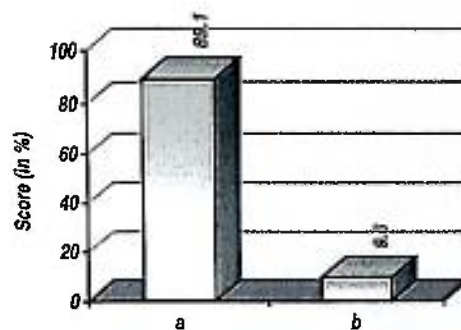
Ex-students

Q21. In your opinion, how much of the total weightage of a course should the internal assessment account for?
  a)   100%   b)   75%   c)   50%   d)   25%   e)   less than 25%
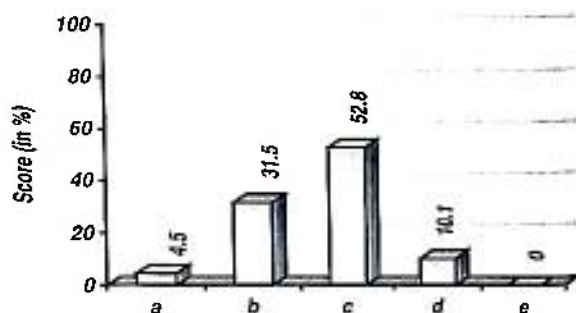
Present students
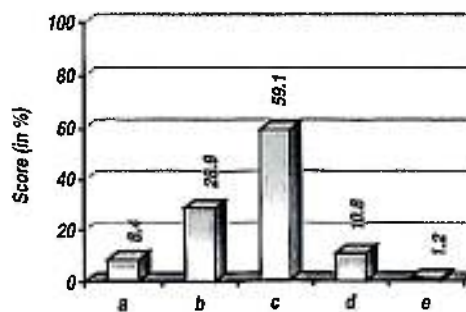
Ex-students

Q22. If no weightage was given to sessional work, do you think your grades would have been
  a)   better   b)   poorer   c)   about the same
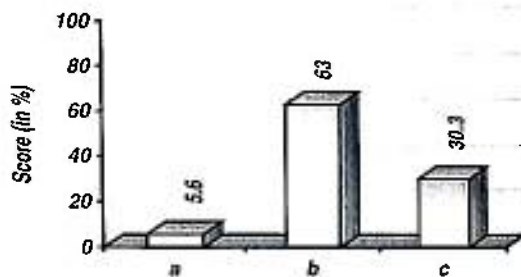
Present students
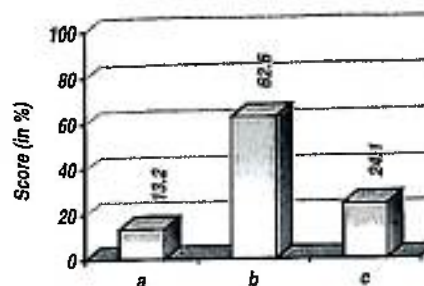
Ex-students

Q23. Is the internal assessment system conducive to
a) regular work b) understanding the course c) early discovery of difficulties d) interaction with the teacher
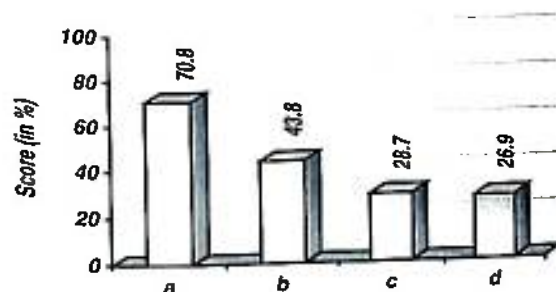
Present students
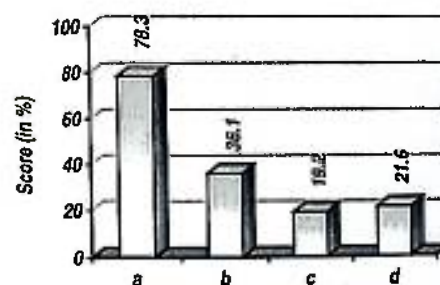
Ex-students

Q24. The internal assessment system operated
a) fairly in how many courses b) unfairly in how many course
Response not available

Q25. The internal assessment was done
a) regularly in how many courses? b) haphazardly in how many courses? c) only at term end in how many courses?
Response not available

Q26. Were your written assignments returned on time?
a) yes b) no
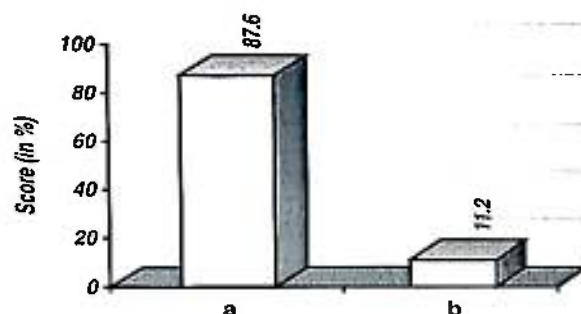
Present student
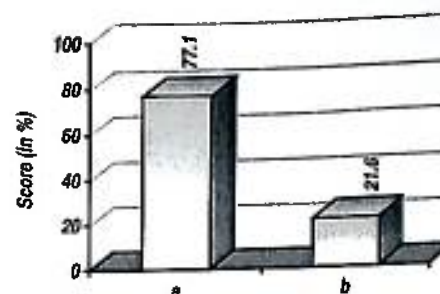
Ex-student

Q27. Were they returned with helpful comments?
    a)   yes   b)   no
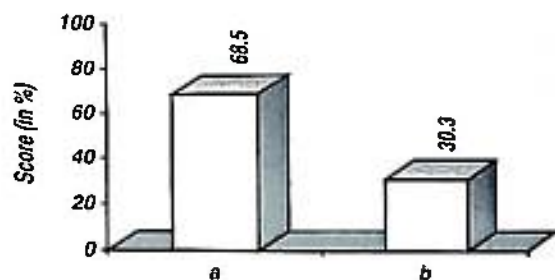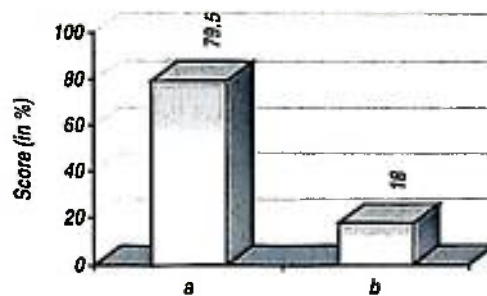
Present student   *Ex-student*

Q28. Did the department have provision to take care of grievances?
    a)   yes   b)   no
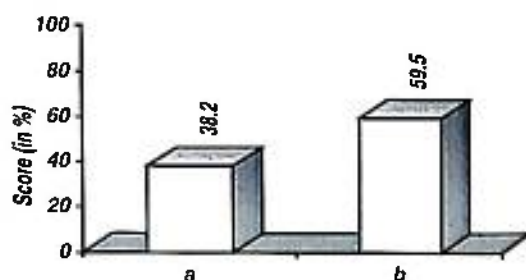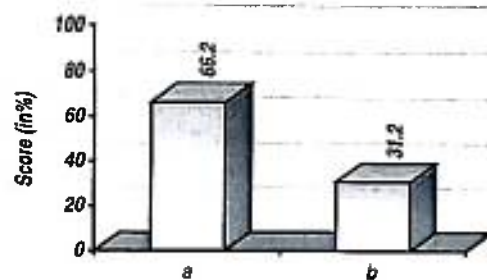
Present student   *Ex- student*

Q29. How many teachers taught you during the full duration of the programme?
    (give total number)
    Response not available

Q30. If you had to grade your teachers on the seven point scale (highest O-A-B-C-D-E-F lowest) to how many would you assign the following grades? (Give number of teachers against each grade)
    a) O   b) A   c) B   d) C   e) D   f) E   g) F
    Response not available

Q31. How many teachers prepared their lectures (give numbers)
    a)   thoroughly   b) well   c) poorly   d) indifferently   e) not at all
    Response not available

Q32. How many teachers were able to communicate (give numbers)
    a) effectively   b) invariably   c) passably   d) badly
    Response not available

Q33. How may teachers encouraged students to participate in the class? (give numbers)
a) *through question answers*   b)   *through discussion*   c)   *through course related games*   d)   *through inviting suggestions*
Response not available

Q34. You would like your teachers to be (rank the qualities according to your preference, omitting the ones   that do no apply)
a)   *scholarly*   b)   *oratorical*   c)   *open minded*   d)   *casual*   e)   *fair*   f)   *aloof*
g)   *polite*   h)   *strict*   i)   *painstaking*   j)   *friendly*   k) *lenient*   l)   *articulate*
Response not available

Q35. If you wish you may name the teacher you liked best for the qualities you ranked the highest in question 34 .
Response not available

Q36. At the end of the programme of study you came out
a)   *the same as before*   b)   *better informed and skilled*   c)   *less enthusiastic for further study*   d) *more enthusiastic for further study*

Present students
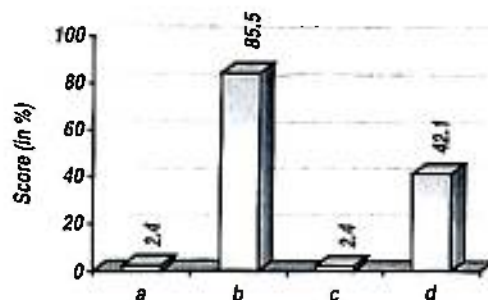
Ex-students

Q37. When you meet students who have taken a similar programme at other institutions do you feel
a)   *inferior*   b)   *superior*   c)   *equal*
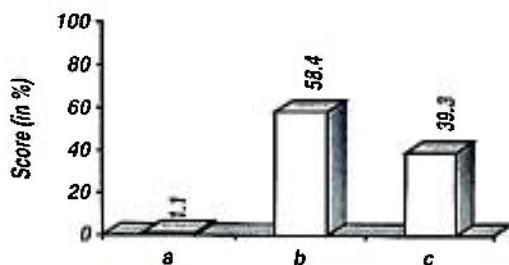
Present students
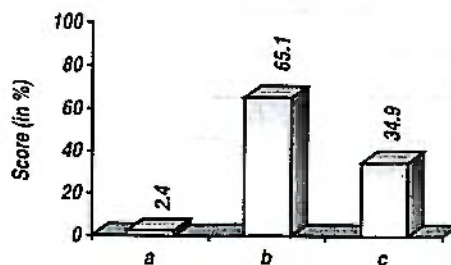
Ex-students

Q38. How do you rate the student-teacher relatiohip in the institution as a whole?
  a) *very good*   b) *good*   c) *satisfactory*   d) *unsatisfactory*   e) *very poor*
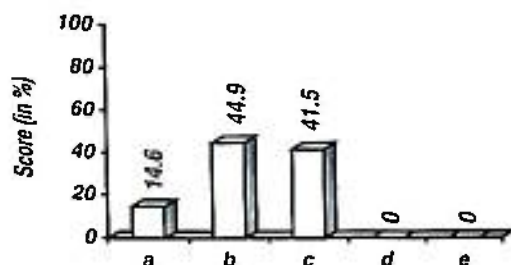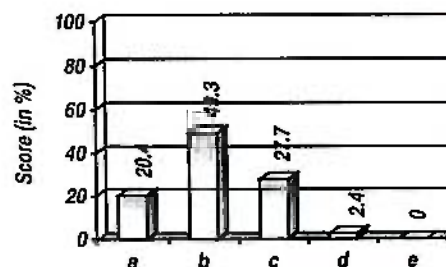
Present students   *Ex-students*

Q39. How do you rate the student-teacher relationship in your department?
  a) *very good*   b) *good*   c) *satisfactory*   d) *unsatisfactory*   e) *very poor*
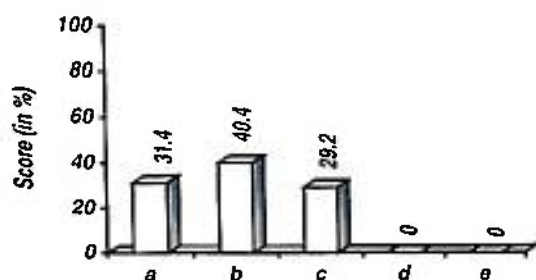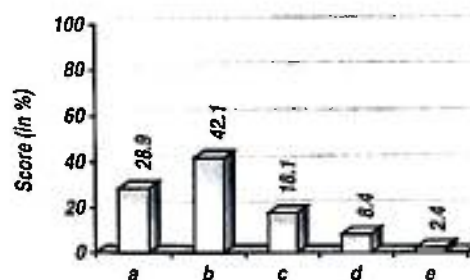
Present students   *Ex-students*

Q40. How do you find the institution's administrative offices?
  a) *very helpful*   b) *helpful*   c) *indifferent*   d) *unhelpful*   e) *cumbersome*
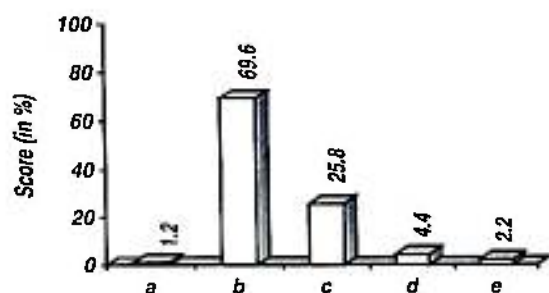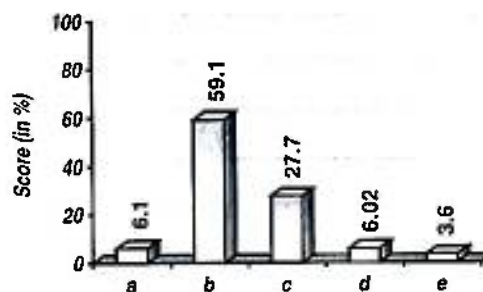
Present students   *Ex-students*

Q41. Are you satisfied with the hostel facilities?
  a) *yes*   b) *no*   c) *not affected*
  Response not available

Q42. How do you find the transport facility of the institution?
 a) adequate   b) inadequate   c) regular   d) unreliable
 Response not available

Q43. How do you rate the health care facilities?
 a) good   b) bad   c) good but inadequate
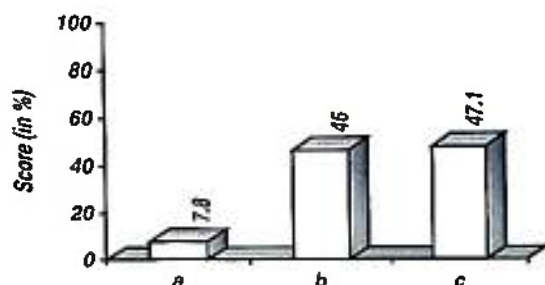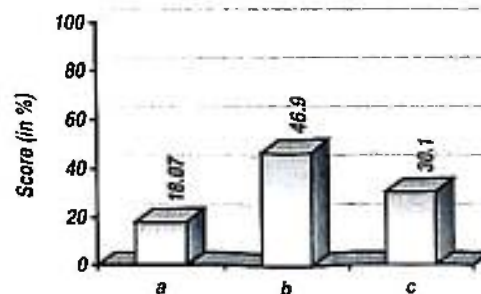
Present students   *Ex-students*

Q44. Did you participate in any of the extra curricular activities of the department/institution?
 a) rarely   b) often   c) never   d) sometimes
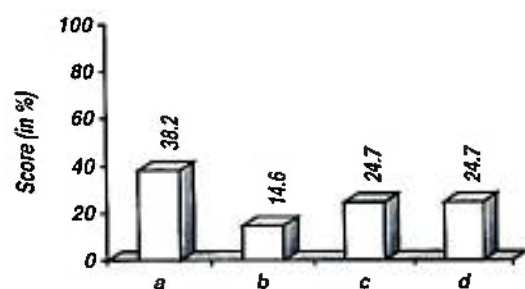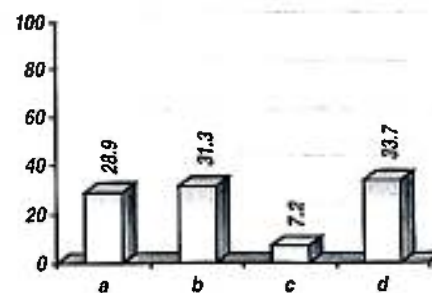
Present students   *Ex-students*

Q45. What was the attitude of teachers to extra curricular activities?
 a) co-operative   b) encouraging   c) indifferent   d) hostile   e) cynical   f) enthusiastic
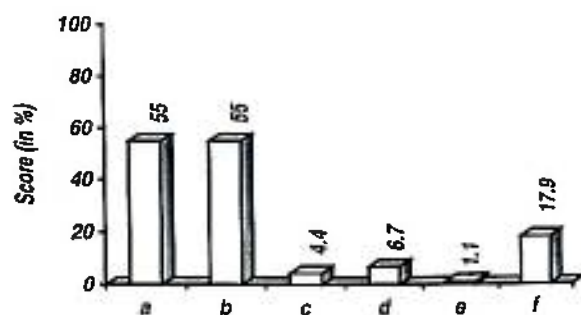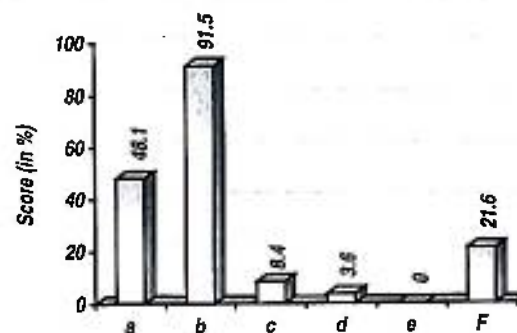
Present students   *Ex-students*

Q46. What was your relationship with the Students' Union?
   a) member   b) office bearer   c) voter
   Response not available

Q47. Was the Students' Union representative of the student community?
   a) yes   b) no   c) largely   d) marginally
   Response not available

Q48. Has your time at the institution been intellectually enriching?
   a) yes   b) no   c) marginally
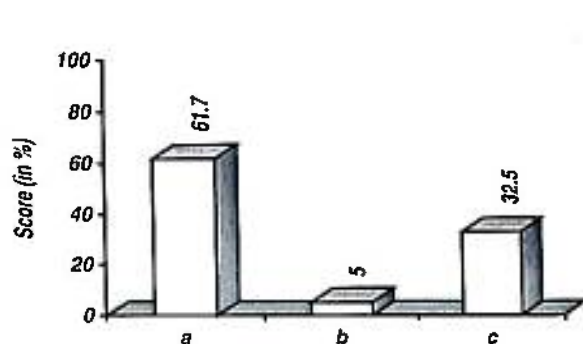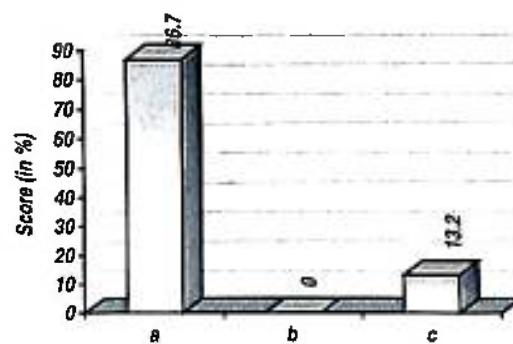
Present students   *Ex-students*

Q49. Have you made any friendships which you expect will last long?
   a) some   b) none   c) many   d) a few
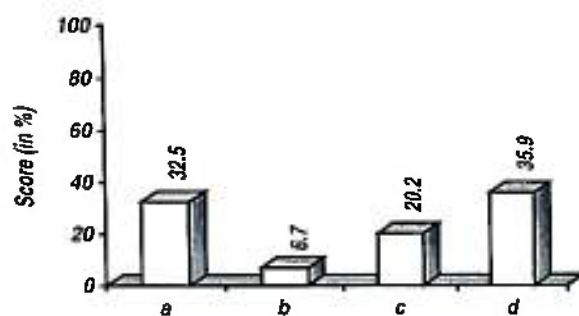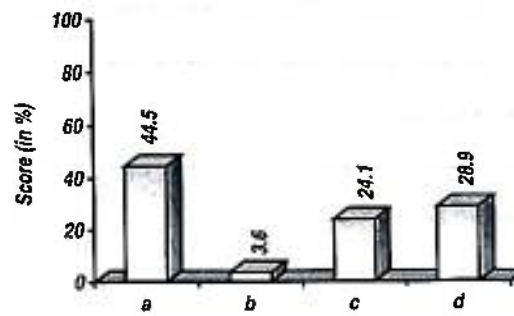
Present students   *Ex-students*

Q50. After leaving the institution how will you talk about it?
   a)   proudly   b)   disparagingly   c)   indifferently   d)   humorously   e)   try to forget it
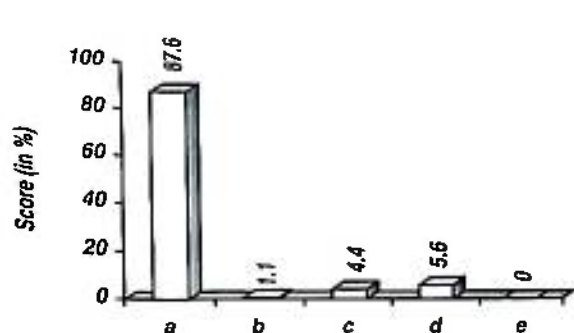
Present students
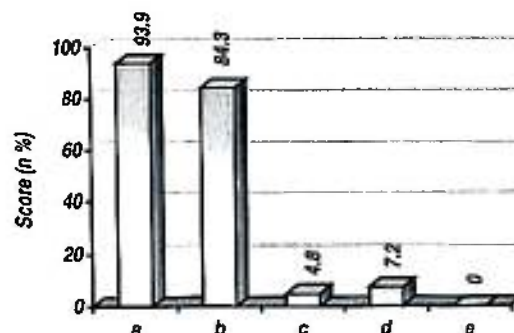
Ex-students

DEPARTMENT OF COMMERCE

Respondents: 50 Present Students [B. Com. (Honours) – Final Year]

Q1. Before undertaking the programme did you get a prospectus giving details of
   a) courses available   b) admission rules   c) completion requirements
   d) fee and refund structure   e) support services and training available   f) financial aid
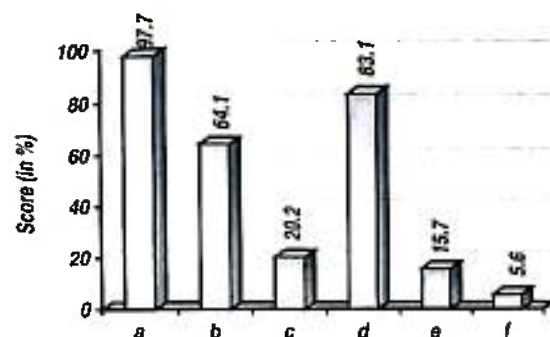
Q2. What determined your choice of the subject?
   a) interest in the subject   b) past scores in the subject   c) influence of parents/friends/teachers d)
   ease of getting admission   e) ease of passing   f) reputation of the department/teachers
   g) ease of getting admission to   h) ease of getting job after completion   i) availability of scholarship/stipend
   j) others, (specify)
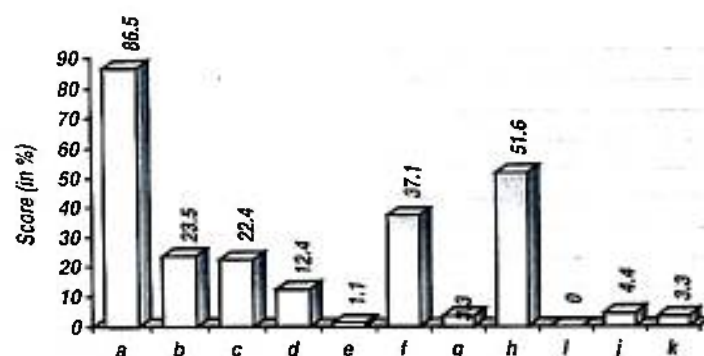
Q3. Was your background to undertake the programme
   a) adequate   b) inadequate   c) more than adequate

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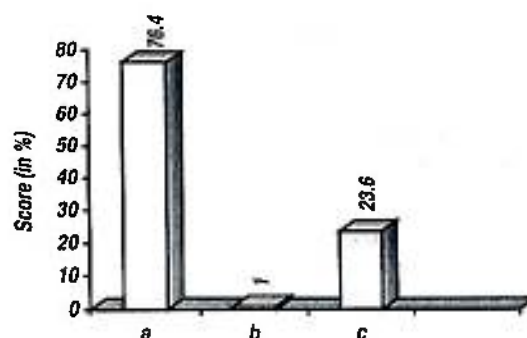
Q4. The choice of courses offered was
    a)   satisfactory   b)   unsatisfactory   c)   not available
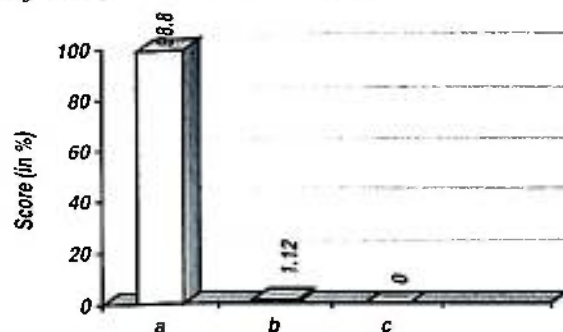
Q5. In case no optional courses were available, would you have liked to have some?
    a)   yes   b)   no   c)   Worth trying
Response not available

Q6. What do you think should be the ratio of optional courses to the total number of courses?
    a)   100%   b)   75%   c)   50%   d)   25%
Response not available

Q7. Was it possible to take a course in other departments?
    a)   yes   b)   no
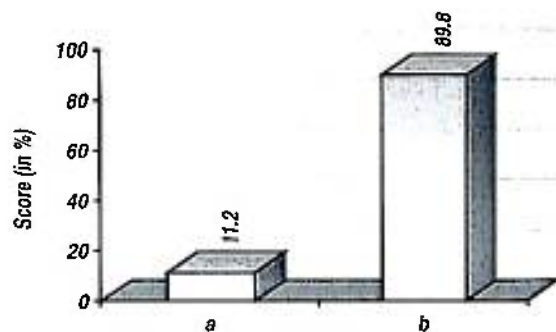
Q8. If, yes did you benefit from the interdisciplinary study?
    a)   yes   b)   no
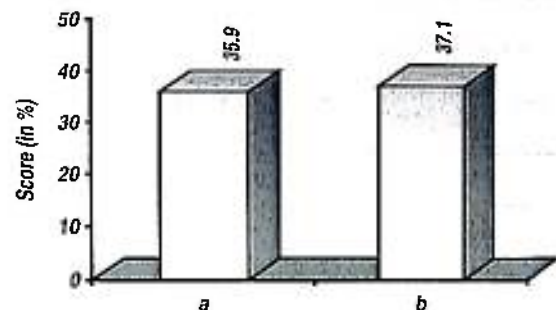
Q9. If not, would you have liked to do interdisciplinary work?
   a)   yes   b)   no
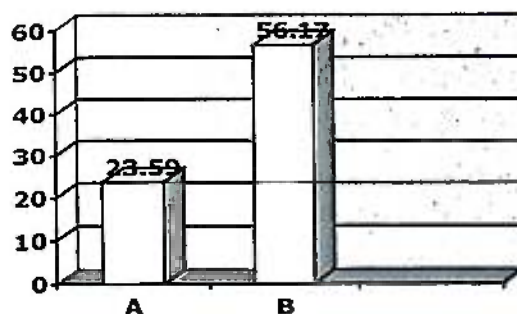
Q10. For how many courses did you have (give numbers)
   a)   project work   b)   practical work   c)   team projects d)   field work
   Response not available

Q11. Did any of this help
   a) to make classwork more   b)   to make classwork more relevant and understandable
   c) to build team spirit   d)   to promote independent study skills
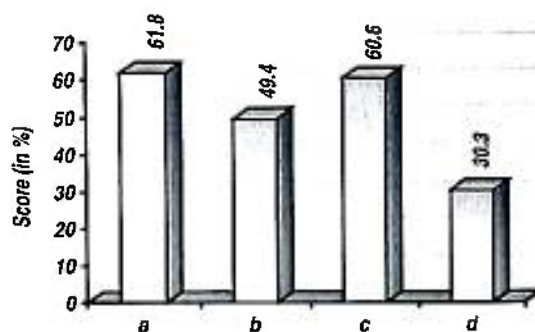
Q12. Was the practical/studio/workshop component of your courses sequenced integrally with theory classes?
   a)   yes   b)   no
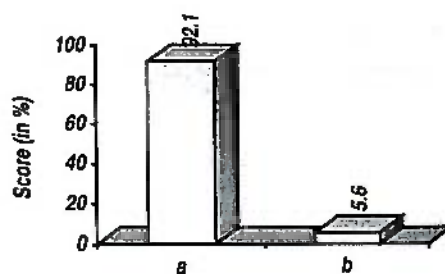
Q13. Were the laboratories /studios/workshops adequately equipped and properly maintained?
   a)   yes, fully   b)   yes, partly   c)   no
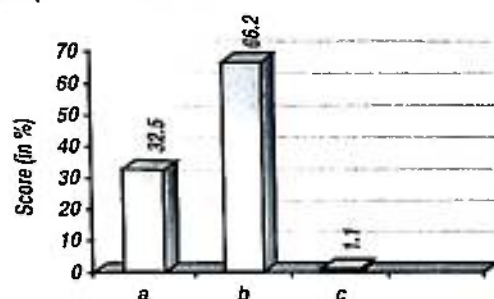
Q14. Were you provided training in library use?
   a)   yes   b)   no
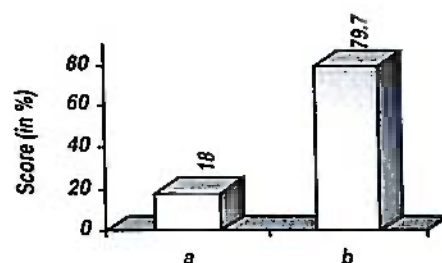
Q15. What is your opinion of the library holdings for your subject?
   a) excellent   b)   adequate   c)   inadequate   d) very poor
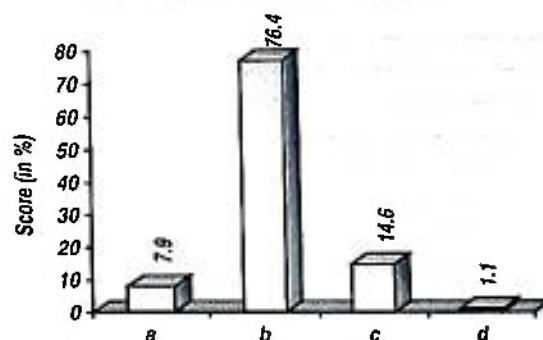
Q16. Were you able to get the prescribed readings?
   a)   easily   b)   with difficulty   c)   not at all
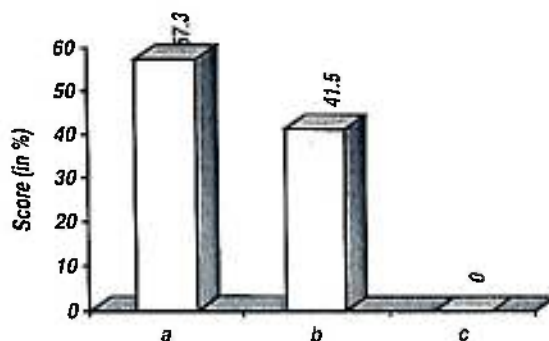
Q17. Were you provided with training in computer use?
  a) yes   b) no
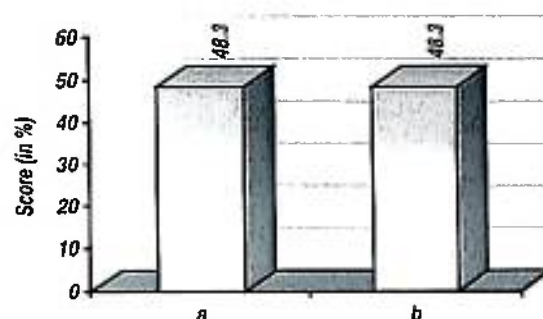
Q18. How educative was your mid course placement?
  a) very relevant   b) moderately relevant   c) irrelevant d) irrelevant but interesting
  Response not available

Q19. Were you visited on placement by the departmental faculty and was feedback provided?
  a) yes, feedback given   b) yes, feedback not given   c) no, feedback was sent   d) no, feedback not given
  Response not available

Q20. The internal evaluation system as it exists is
  a) desirable   b) undesirable
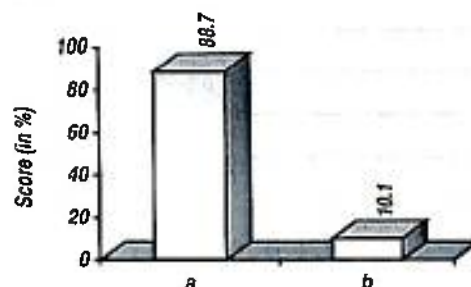
Q21. In your opinion, how much of the total weightage of a course should the internal assessment account for?
  a) 100%   b) 75%   c) 50%   d) 25%   e) less than 25%
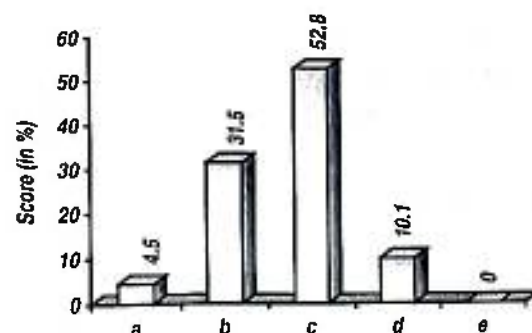
Q22. If no weightage was given to sessional work, do you think your grades would have been
  a) better   b) poorer   c) about the same
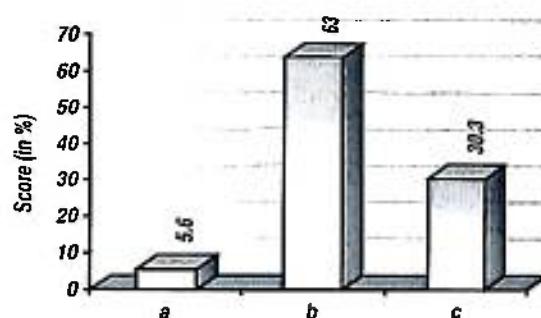
Q23. Is the internal assessment system conducive to
  a) regular work   b) understanding the course   c) early discovery of difficulties   d) interaction with teacher
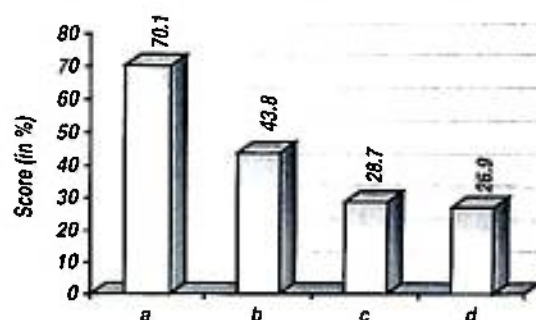
Q24. The internal assessment system operated
  a) fairly in how many courses   b) unfairly in how many course
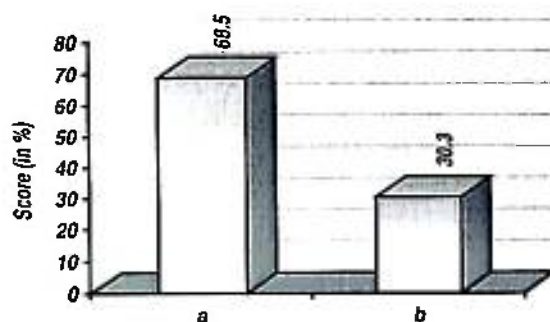 *Response not available*

Q25. The internal assessment was done
  a) regularly in how many courses?   b) haphazardly in how many courses?   c) only at term end in how many courses?
  Response not available

Q26. Were your written assignments returned on time?
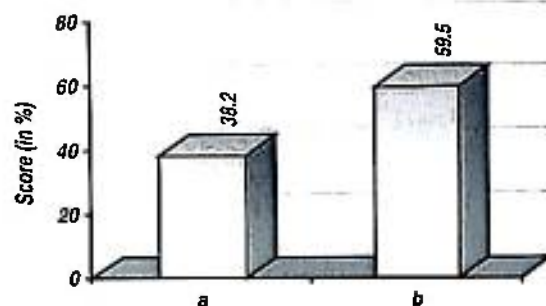 a) yes   b) no
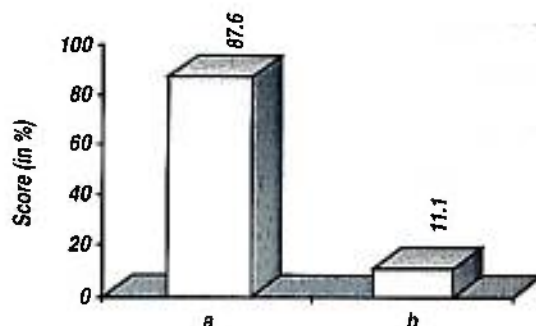
Q27. Were they returned with helpful comments?
    a)   yes   b)   no

Q28. Did the department have provision to take care of grievances?
    a)   yes   b)   no

Q29. How many teachers taught you during the full duration of the programme?
    (give total number)
    Response not available

Q30. If you had to grade your teachers on the seven point scale (highest O-A-B-C-D-E-F lowest) to how many
    would   you assign the following grades? (Give number of teachers against each grade)
    a) O   b) A   c) B   d) C   e) D   f) E   g) F
    Response not available

Q31. How many teachers prepared their lectures (give numbers)
    a)   thoroughly   b) well   c) poorly   d) indifferently   e) not at all
    Response not available

Q32. How many teachers were able to communicate (give numbers)
    a) effectively   b) invariably   c) passably   d) badly
    Response not available

Q33. How may teachers encouraged students to participate in the class? (give numbers)
    a)   through question   answers   b)   through discussion   c)   through course related games
    d) through inviting suggestions
    Response not available

Q34. You would like your teachers to be (rank the qualities according to your preference, omitting the ones that do no apply)

a) scholarly   b) oratorical   c) open minded   d) casual   e) fair   f) aloof
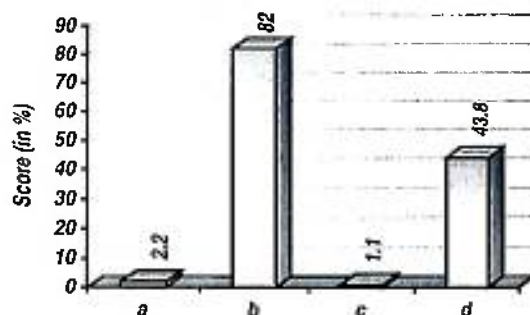*g) polite   h) strict   i) painstaking   j) friendly   k) lenient   l) articulate*
Response not available

Q35. If you wish you may name the teacher you liked best for the qualities you ranked the highest in question 34.
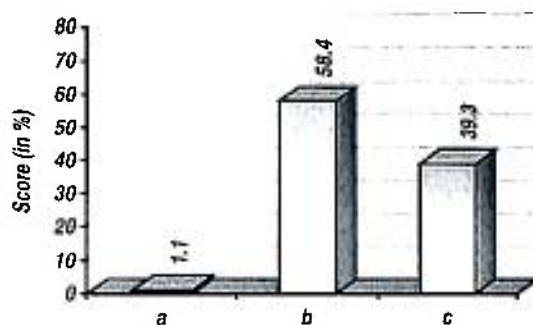*Response not available*

Q36. At the end of the programme of study you came out
a) the same as before   b) better informed and skilled   c) less enthusiastic for further study   d) more enthusiastic for further study
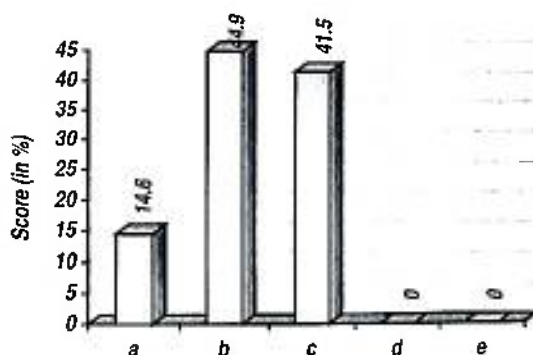

Q37. When you meet students who have taken a similar programme at other institutions do you feel
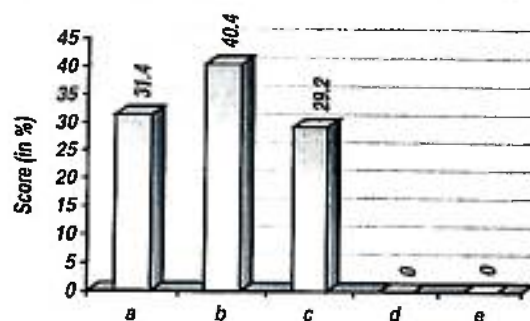*a) inferior   b) superior   c) equal*

Q38. How do you rate the student-teacher relationship in the institution as a whole?
a) very good   b) good   c) satisfactory   d) unsatisfactory   e) very poor
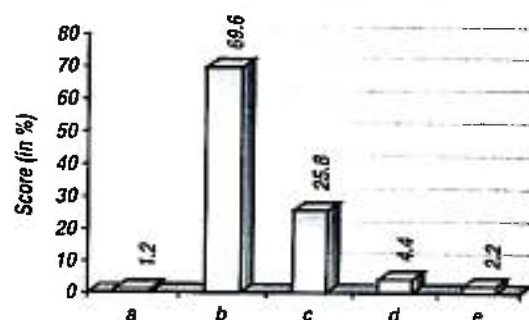
Q39. How do you rate the student-teacher relationship in your department?
  a) very good   b) good   c) satisfactory   d) unsatisfactory   e) very poor

Q40. How do you find the institution's administrative offices?
  a) very helpful   b) helpful   c) indifferent   d) unhelpful   e) cumbersome

Q41. Are you satisfied with the hostel facilities?
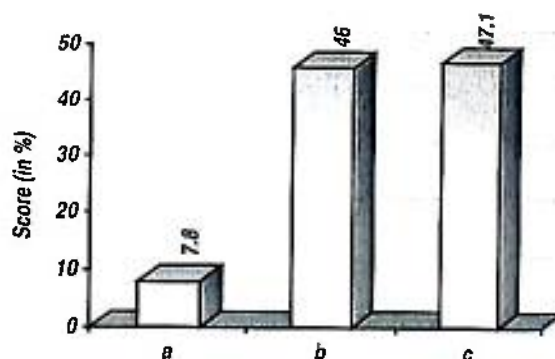 a) yes   b) no   c) not affected
  Response not available

Q42. How do you find the transport facility of the institution?
  a) adequate   b) inadequate   c) regular   d) unreliable
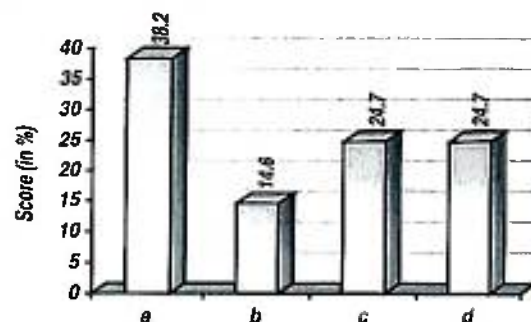 *Response not available*

Q43. How do you rate the health care facilities?
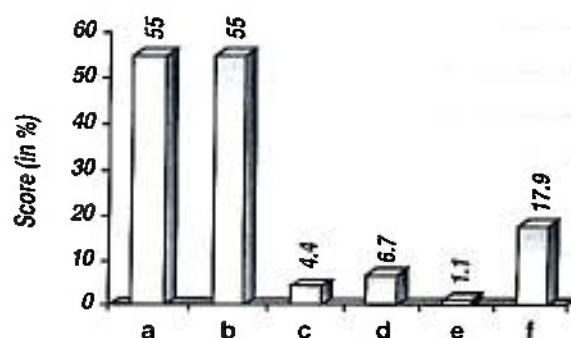 a) good   b) bad   c) good but inadequate

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Q44. Did you participate in any of the extra curricular activities of the department/institution?

    a) *rarely*   *b)* *often*   *c)* *never*   *d)* *sometimes*

Q45. What was the attitude of teachers to extra curricular activities?

    a) *co-operative*   *b)* *encouraging*   *c)* *indifferent*   *d)* *hostile*   *e)* *cynical*   *f)* *enthusiastic*

Q46. What was your relationship with the Students' Union?

    a) *member*   *b)* *office bearer*   *c)* *voter*
    Response not available

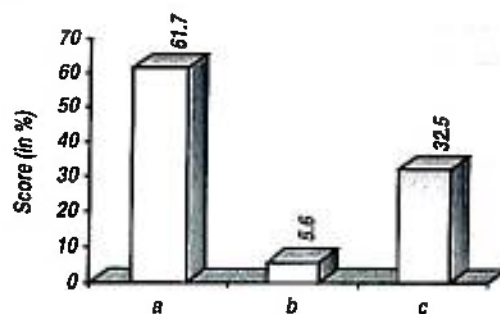**Q47.** Was the Students' Union representative of the student community?

    a) *yes*   *b)* *no*   *c)* *largely*   *d)* *marginally*
    Response not available

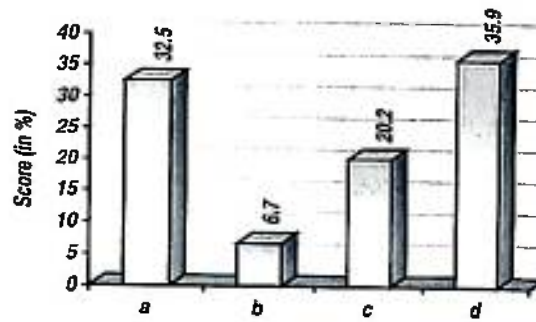**Q48.** Has your time at the institution been intellectually enriching?

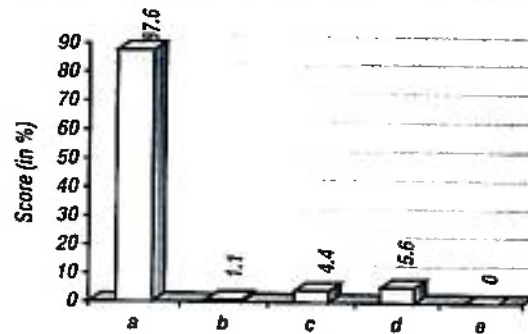   *a)* *yes*   *b)* *no*   *c)* *marginally*

Q49. Have you made any friendships which you expect will last long?

    a) *some*   b) *none*   c) *many*   d) *a few*

Q50. After leaving the institution how will you talk about it?

    a) *proudly*   b) *disparagingly*   c) *indifferently*   d) *humorously*   e) *try to forget it*
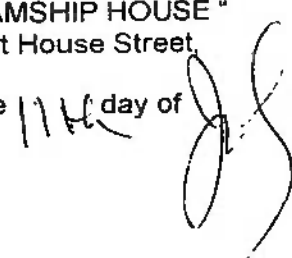
Appendix IX

AUDIT REPORTS

Financial Year 2001 - 2002

<u>AUDITORS' REPORT</u>

We report that we have audited the Balance Sheet of SHRIMATI JAWAHARI DEVI BIRLA INSTITUTE OF HOME SCIENCE (UNIT OF SUKRITI EDUCATION SOCIETY) as at 31st March, 2002 and the attached Income and Expenditure Account of the said Institute for the year ended on that date, have obtained all the information we have required.

In our opinion, such Balance Sheet and Income and Expenditure Accounts have been properly drawn up and the Balance Sheet exhibits a true and correct view of the state of the Institute's affairs according to the best of our information and the explanations given to us and as shown by the books of the Institute.

" INDIA STEAMSHIP HOUSE "
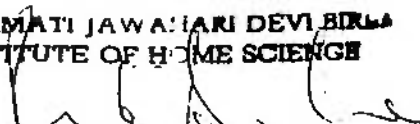21, Old Court House Street,

Calcutta   the | | H day of   2002.

For, S. S. KOTHARI & CO.,
Chartered Accountants.
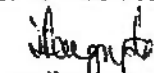
(R. N. Bardhan)
Partner

for SHRIMATI JAWAHARI DEVI BIRLA
INSTITUTE OF HOME SCIENCE

Authorised Signature

for SHRIMATI JAWAHARI DEVI BIRLA
INSTITUTE OF HOME SCIENCE

Authorised Signature

SHRMATI JAWAHARI DEVI BIRLA INSTITUTE OF HOME SCIENCE
UNIT OF SUKRITI EDUCATION SOCIETY
BALANCE SHEET AS AT 31ST MARCH, 2002

LIABILITIES	RS.	RS.	A S S E T S	RS.	RS.
GENERAL FUND			FIXED ASSETS		
AS PER LAST ACCOUNT	461358.02		(AT COST, LESS DEPRECIATION)		338423.10
ADD. SURPLUS FOR THE YEAR	353885.00		AS PER SCHEDULE " A " ANNEXED		
	815243.02				
LESS. DEFICIT FOR 2000-2001	734502.00	80741.02	CASH & BANK BALANCES		475937.92
CURRENT LIABILITIES & PROVISIONS					
STUDENTS CAUTION MONEY		3990000.00	ADVANCES & DEPOSITS		60430.00
SUNDRY CREDITORS		3000.00	SUKRITI EDUCATION SOCIETY		3400000.00
UNIVERSITY GRANT COMMISSION					
TEACHING EQUIPMENT	70000.00				
BOOKS & JOURNAL	60000.00	130000.00			
ADVANCE FEES (NURSERY SECTION)		71050.00			
		4274791.02			4274791.02

"INDIA STEAMSHIP HOUSE"
21. OLD COURT STREET,

CALCUTTA - THE   DAY OF   2002

FOR B. S. KOTHARI & CO.,
CHARTERED ACCOUNTANT

(R. N. BARDHAN)
PARTNER

SHRIMATI JAWAHARI DEVI BIRLA INSTITUTE OF HOME SCIENCE
UNIT OF SUKRITI EDUCATION SOCIETY
INCOME AND EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH, 2002 (MAIN SECTION)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO Salaries & Allowances (Including P.F., Bonus & Perquisites)	5804236.00		By Tuition Fees		3069300.00
Staff Welfare Expenses	101184.00	5905420.00	" Other Fees		1130955.00
" Laboratory Expenses		229186.00	" Short Term Classes Fees		1653000.00
" Repairs & Maintenance		232947.00	" Income From Nursery Sections		46270.00
" Rent, Rates & Taxes		20390.00	" Income From B.Com. Section		2304953.00
" Short Term Classes		325073.00			
" Miscellaneous Expenses		853703.00			
" Audit Fee		3000.00			
" Depreciation On Assets		280874.00			
" Excess of income over expenditure transferred to Balance Sheet		353885.00			
		8204478.00			8204478.00

"INDIA STEAMSHIP HOUSE"
21, OLD COURT STREET,

CALCUTTA - THE 11th DAY OF ____ 2002

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANT

(R. N. BARDHAN)
PARTNER

SHRIMATI JAWAHARI DEVI BIRLA INSTITUTE OF HOME SCIENCE
UNIT OF SUKRITI EDUCATION SOCIETY
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2002 (B.COM. SECTION)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO SALARIES & ALLOWANCES	788431.00		BY TUITION FEE		2809530.00
STAFF WELFARE	31445.00	818876.00	" OTHER FEES		977060.00
REPAIRS & MAINTENANCE		34579.00			
MISCELLANEOUS EXPENSES		627182.00			
TO EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO MAIN SECTION		2304953.00			
		3786690.00			3786690.00

" INDIA STEAMSHIP HOUSE "
21, OLD COURT STREET,
CALCUTTA - THE 11th DAY OF July 2002

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANTS

R. N. BARDHAN
PARTNER

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SHRIMATI JAWAHARI DEVI BIRLA INSTITUTE OF HOME - SCIENCE
UNIT OF SUKRITI EDUCATION SOCIETY
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2002
(NURSERY SECTION)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO SALARIES		47460.00	BY ADMISSION FEES		66500.00
" HOUSE RENT & MEDICAL ALLOWANCE		6276.00	" TUITION FEES		94350.00
" CLASS EXPENSES		10926.00	" LATE FEE		460.00
" SERVICE CHARGE		54374.00	" REGISTRATION FEE		9690.00
" P.F. EMPLOYER CONTRIBUTION		5694.00			
TO EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO MAIN SECTION		46270.00			
		171000.00			171000.00

" INDIA STEAMSHIP HOUSE "
21, OLD COURT STREET,
CALCUTTA - THE   DAY OF   2002

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANT
(R. N. BARDHAN)
PARTNER

ST MARCH, 2002

TAL UPTO 1.3.2002	NET VALUE AS ON 31.03.02	NET VALUE AS ON 31.3.2001
469957.94	144577.46	150291.46
950.25	0.00	0.00
12332.29	2434.00	2864.00
289125.02	8452.64	3110.64
1188671.00	182859.00	402497.00
1961036.50	338423.10	558763.10

AUDITORS' REPORT

We report that we have audited the Balance Sheet of SMT. J. D. BIRLA INSTITUTE (UNIT OF SUKRITI EDUCATION SOCIETY) as at 31st March, 2003 and the attached Income and Expenditure Account of the said Institute for the year ended on that date, have obtained all the information we have required.

In our opinion, such Balance Sheet and Income and Expenditure Accounts have been properly drawn up and the Balance Sheet exhibits a true and correct view of the state of the Institute's affairs according to the best of our information and the explanations given to us and as shown by the books of the Institute.

' INDIA STEAMSHIP HOUSE '
21, Old Court House Street,

Kolkata, the _____ day of _____ 2003.

For   S. S. KOTHARI & CO.,
Chartered Accountants,

(R. N. Bardhan)
Partner

SMT. J. D. BIRLA INSTITUTE

AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE

AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE
UNIT OF SUKRITI EDUCATION SOCIETY
BALANCE SHEET AS AT 31ST MARCH, 2003

LIABILITIES	RS.	RS.	RS.	ASSETS	RS.	RS.	RS.
GENERAL FUND				**FIXED ASSETS**			
AS PER LAST ACCOUNT	80741.02			(AT COST, LESS DEPRECIATION)			
ADD. SURPLUS FOR THE YEAR	4415905.42			AS PER SCHEDULE " A " ANNEXED			1071881.10
		4496646.44		CASH & BANK BALANCES	1324846.44		758955.34
LESS. PAID TO SUKRITI EDUCATION SOCIETY		3172000.00					
CURRENT LIABILITIES & PROVISIONS				ADVANCES & DEPOSITS	4728000.00		
STUDENTS CAUTION MONEY							47610.00
SUNDRY CREDITORS				SUKRITI EDUCATION SOCIETY	555000.00		
UNIVERSITY GRANT COMMISSION							4728000.00
TEACHING EQUIPMENT	0.00				0.00		
BOOKS & JOURNAL	0.00						
		6607846.44					6607846.44

"INDIA STEAMSHIP HOUSE"
21, OLD COURT STREET,

CALCUTTA - THE   DAY OF   2003

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANTS

(R. N. BARDHAN)
PARTNER

SMT. J. D. BIRLA INSTITUTE
UNIT OF SUKRITI EDUCATION SOCIETY

INCOME AND EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH, 2003 (MAIN SECTION)

EXPENDITURE	RS.	RS.	RS.	INCOME	RS.	RS.
TO Salaries & Allowances (including P.F.,Bonus & Perquisites)	5751048.00			By Tuition Fees		4342390.00
Staff Welfare Expenses	85964.00	5837012.00		" Other Fees		1600167.00
" Laboratory Expenses		225446.00		" Short Term Classes Fees		1825960.00
" Repairs & Maintenance		223682.00		" Income From Nursery Sections		68173.00
" Rent, Rates & Taxes		20810.00		" Income From B.Com. Section		3406328.00
" Short Term Classes		386001.00		" Income from B.B.A. Section		1878164.50
" Miscellaneous Expenses		893805.00		" Interest on Fixed Deposit		7903.92
" Audit Fee		5000.00				
" Depreciation On Assets		1121625.00				
" Excess of Income over expenditure transferred to Balance Sheet		4415905.42				
		13129086.42				13129086.42

"INDIA STEAMSHIP HOUSE"
21, OLD COURT STREET,

CALCUTTA - THE 22S DAY OF 2003

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANTS

(R. N. BARDHAN)
PARTNER

SMT. J. D. BIRLA INSTITUTE
UNIT OF SUKRITI EDUCATION SOCIETY
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2003 (B.COM. SECTION)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO SALARIES & ALLOWANCES	1080456.00		BY TUITION FEE		4103130.00
" STAFF WELFARE	28299.00	1108755.00	" OTHER FEES		1434305.00
" REPAIRS & MAINTENANCE		131453.00			
" MISCELLANEOUS EXPENSES		890899.00			
TO EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO MAIN SECTION		3406328.00			
		5637435.00			5637435.00

" INDIA STEAMSHIP HOUSE "
21, OLD COURT STREET,
CALCUTTA- THE   DAY OF   2003

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANTS,

R. N. BARDHAN
PARTNER

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SMT. J. D. BIRLA INSTITUTE
UNIT OF SUKRITI EDUCATION SOCIETY

INCOME AND EXPENDITURE ACCOUNTANT FOR THE YEAR ENDED 31ST MARCH, 2003 (B.B.A. DEPARTMENT)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO, ELECTRICITY CHARGES	550000.00		BY, ADMISSION FEE		315000.00
" TRAVELLING EXPENSES	412645.00		" DEVELOPMENT FEE		315000.00
" BOOKS & JOURNAL	83648.00		" TUITION FEE		3540000.00
" REPAIRS & MAINTAINANCE	491010.40		" REGISTRATION FEE		241750.00
" STAFF WELFARE	10859.00		" LATE FEE		870.00
" INAUGURATION	56159.00				
" ADVERTISEMENT EXP.	215858.00				
" MISCELLANEOUS EXP.	714276.10				
" EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO MAIN SECTION	1878164.50				
	4412620.00				**4412620.00**

" INDIA STEAMSHIP HOUSE "
21, OLD COURT STREET,
CALCUTTA - THE ___ DAY OF ___ 2003

FOR S. S. KOTHARI & CO.,
CHARTERED ACCOUNTANT

(R. N. BARDHAN)
PARTNER

SMT. J. D. BIRLA INSTITUTE
AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE
AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE

UNIT OF SUKRITI EDUCATION SOCIETY

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2003

(NURSERY SECTION)

EXPENDITURE	RS.	RS.	INCOME	RS.	RS.
TO SALARIES		48514.00	BY ADMISSION FEES		73500.00
" HOUSE RENT & MEDICAL ALLOWANCE		6372.00	" TUITION FEES		126000.00
" CLASS EXPENSES		9125.00	" LATE FEE		220.00
" SERVICE CHARGE		66750.00	" REGISTRATION FEE		5030.00
" P.F. EMPLOYER CONTRIBUTION		5816.00			
TO EXCESS OF INCOME OVER EXPENDITURE TRANSFERRED TO MAIN SECTION		68173.00			
		204750.00			204750.00

" INDIA STEAMSHIP HOUSE "
21, OLD COURT STREET,
CALCUTTA - THE   DAY OF   2003

FOR S.S. KOTHARI & CO.,
CHARTERED ACCOUNTANTS

(R. N. BARDHAN)
PARTNER

SMT. J. D. BIRLA INSTITUTE
AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE
AUTHORISED SIGNATORY

SMT. J. D. BIRLA INSTITUTE
UNIT OF SUKRIT EDUCATION SOCIETY
SCHEDULE " A " - FIXED ASSETS
ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS AT 31ST MARCH, 2003

PARTICULARS	COST			DEPRECIATION			NET VALUE AS ON 31.03.03	NET VALUE AS ON 31.3.2002
	TOTAL UPTO 31.3.2002	ADDITIONS DURING THE YEAR	TOTAL UPTO 31.3.2003	TOTAL UPTO 31.3.2002	FOR THE YEAR	TOTAL UPTO 31.3.2003		
FURNITURE & OFFICE EQUIPMENT	614535.40	58040.00	672575.40	469957.94	31912.00	501869.94	170705.46	144577.46
WATER PUMP	950.25	0.00	950.25	950.25	0.00	950.25	0.00	0.00
ELECTRIC FANS	14766.29	5000.00	19766.29	12332.29	1115.00	13447.29	6319.00	2434.00
TEACHING EQUIPMENT	297577.66	37868.00	335445.66	289125.02	10060.00	299185.02	36260.64	8452.64
COMPUTER INSTALLATION	1371630.00	1637175.00	3008805.00	1188671.00	1051475.00	2240146.00	768659.00	182959.00
XEROX MACHINE	0.00	99500.00	99500.00	0.00	24875.00	24875.00	74625.00	0.00
FAX MACHINE	0.00	17500.00	17500.00	0.00	2188.00	2188.00	15312.00	0.00
T O T A L	2299459.60	1855083.00	4154542.60	1961036.50	1121625.00	3082661.50	1071881.10	338423.10