

Re-accrreditation Report

naac

2009



J. D. Birla Institute, Kolkata



**J. D. Birla Institute
Re-accreditation Report 2009**

**Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
Bangalore**



J. D. Birla Institute

Main Campus

11 Lower Rawdon Street, Kolkata 700 020

Ph # 033 2475-5070, Fax 033 2454-3243

Satellite Campus

1 Moira Street, Kolkata 700 017

Ph # 033 2281-1438, Fax 033 2281-7479

Website: www.jdbikolkata.com

FOREWORD

J. D. Birla Institute (formerly Smt. J. D. Birla Institute and prior to that Smt. Jawahari Devi Birla Institute of Home Science) was established as a vision and foresight of Late Smt. Sushila Devi Birla, wife of Late Shri L. N. Birla the noted industrialist in 1962, satisfying a much needed demand for scientific training in Home Science. It was registered under the Societies Registration Act 1860. The college enjoys protection under Article 30 of the Constitution as a Minority college (linguistic). It is currently administered by Sukriti Education Society.

The ensuing 47 years have seen the Institute make pioneering strides in imparting quality and holistic education to students. While the initial years saw consistent achievements in Home Science education, the year 1997 saw the establishment of the Department of Commerce. In 2002, the Department of Business Administration was founded. Today, the Institute provides graduate, postgraduate and doctoral degrees with affiliation to the highly accredited Jadavpur University.

Since the first accreditation when the Institute received a B⁺ grade (78.05%), it has strived to uphold the five core values as outlined by NAAC. Under the leadership of the ex-Principal – Dr. (Mrs.) J. Sengupta (2004-2006) and currently under me, the Institute has made remarkable progress in the last five years. Also with the foresight of the Management together with the tireless efforts of the teaching and non-teaching staff has steered the Institute into direction that guides its benefactors towards gainful and productive employment. This accreditation report documents the endeavors of the college to sustain quality while equipping students to meet the demands of higher education.

Dr. (Ms.) Deepali Singhee
Principal

GOVERNING BODY

● Chairperson

Mrs. Sumangala Birla
President, J. D. Birla Institute

● Secretary

Dr. (Ms.) Deepali Singhee
Principal, J. D. Birla Institute

● Members

Sponsor Body

Ms. Rita Bibra

Chief Administrator, J. D. Birla Institute

Shri Jwala Prasad Agarwal

Representative of Sukriti Education Society

Eminent Personalities

Mrs. Parul Swarup

Donor Member

Mrs. Roma Sengupta

Social Worker

Persons Interested in Education

Mr. Nakuleshwar Banerjee

Deputy Secretary, Vidya Mandir Society

Prof. (Dr.) Suman Mukerjee

Director, J. D. Birla Institute

Representative of Jadavpur University

Dr. Subir Chandra Chakraborty

Joint Registrar, Jadavpur University

Dr. (Mrs.) Mahua Sarkar

Prof., Department of History, Jadavpur University

Teacher Representatives

Mrs. Lilu Mancha

In-charge, Department of Home Science

Ms. Rachana Kejriwal

In-charge, Department of Commerce

STEERING COMMITTEE

- **Principal**

Dr. (Ms.) Deepali Singhee

- **Steering Committee Coordinator**

Mrs. Komal Sharma

- **Steering Committee Co-coordinator**

Dr. (Mrs.) Vipasha Chakraborty

- **Members of Steering Committee**

Mrs. Lilu Mancha

Mrs. Samita Gupta

Mrs. Punam Mehra

Mrs. Smita Parekh

Ms. Rachana Kejriwal

Mrs. A. S. Manjulakshmi

Mrs. Basudha Mukhopadhyay

Mr. Tapobrata Ray

- **Organization of Data**

Mrs. Amita Dutta

Dr. (Mrs.) Krishnakali Bhattacharya

Ms. Shivarati Bose

Dr. (Ms.) Banani De

Ms. Manushi Tewari

Dr. (Mrs.) Nandita Das

Ms. Indrani Biswas

Mrs. Ishita Biswas

Mrs. Atri Chakraborty

Mrs. Keya Ghosh

Dr. (Mrs.) Ranee Kaur Banerjee

Ms. Sreetama De

Ms. Sohini Kahali

Acknowledgement

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



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Part I:

Institutional Data



PROFILE OF THE COLLEGE

1. Name and address of the college:

Name: J. D. Birla Institute		
Address: 11, Lower Rawdon Street		
City: Kolkata	District: NA	State: West Bengal
Pin Code: 700 020		
Website: www.jdbikolkata.com		

2. For communication:

OFFICE

Name	Area/S TD code	Tel. No.	Fax No.	E-mail
Principal: Dr. Deepali Singhee	(033)	24755070, 24767340	24543243	deepalisinghee@yahoo.com
Vice Principal:	--	--	--	--
Steering Committee Coordinator: Ms. Komal Sharma	(033)	24755070, 24767340	24543243	s_komal2000@yahoo.com

RESIDENCE

Name	Area/STD code	Tel. No.	Mobile No.
Principal: Dr. Deepali Singhee	(033)	22852008	9331040390
Vice Principal:	--	--	--
Steering Committee Coordinator: Ms. Komal Sharma	(033)	24192088	9830401721



3. Type of Institution:

a	By management	i	Affiliated College	<input checked="" type="checkbox"/>
		ii	Constituent College	<input type="checkbox"/>
b	By funding	i	Government	<input type="checkbox"/>
		ii	Grant-in-aid	<input type="checkbox"/>
		iii	Self-financed	<input checked="" type="checkbox"/>
		iv	Any other (Specify the type)	<input type="checkbox"/>
c	By Gender	i	For Men	<input type="checkbox"/>
		ii	For Women	<input type="checkbox"/>
		iii	Co-education	<input checked="" type="checkbox"/>

* two departments (Home Science & Commerce) are solely for women and one department (Management) is co-educational

4. Is it a recognized minority institution?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, specify the minority status (Religious / linguistic / an other) (Provide the necessary supporting documents)

Documents would be made available during Peer Team Visit

5. (a) Date of establishment of the college:

Date	Month	Year
26 th	July	1962

(b) University to which the college is affiliated (If it is an affiliated college) or which governs the college (If it is a constituent college):

Jadavpur University,
Kolkata

6. Date of UGC recognition:

	Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i	2 (f)	September 1976	--
ii	12 (B)	NA	--

Documents would be made available during Peer Team Visit



7. Does the University Act provide for autonomy of affiliated / Constituent Colleges?

Yes	✓	No	×
-----	---	----	---

If yes, has the college applied for autonomy?

Yes	✓	No	×
-----	---	----	---

8. Campus area in acres/sq.mts: 0.48 acres*

• Built up area (main campus):	4399 sq. mts
• Built-up area (satellite campus):	3771 sq. mts

* Main campus; the college has a separate satellite campus shared with Birla High School under Vidya Mandir Society

9. Location of the college: (based on Govt. of India census)

Urban	✓
Semi-urban	×
Rural	×
Tribal	×
Hilly area	×
Any other (specify)	×

10. Details of programmes offered by the institution: (Give last year's data) (Additional rows may be inserted as per requirement)



DETAILS OF PROGRAMMES FOR SESSION 2008-2009						
Programme Level	Name of the Programme/Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned Student Strength	Number of students admitted
Under-graduate	B.Sc	3 years (6 sems)	50% aggregate in 10+2 level	English	150*	89
	B.Com		55% aggregate in 10+2 level		225*	236
	BBA		50% aggregate in 10+2 level		150*	154
Postgraduate	M.Sc in Resource Management	2 years (4 sems)	50% in B.Sc		10*	0
	M.Sc in Human Development				10*	8
	M.Sc in Composite Home Science				10*	0
M.Phil	--	--	--		--	--
PhD	--	--	--		--	--
Certificate Course	Certificate Course in Home Science	9 months	Class X passed		**	28
	Montessori Training	1 year			**	12
UG Diploma	--	--	--	--	--	
PG Diploma	Dietetics & Applied Nutrition	1 year (2 sems)	Graduation in relevant areas	40	10	
Any Other (specify)	Short term courses	Variable	Class X passed	**	107	

* 10% additional seats can be taken as per university, ** these courses do not have sanctioned seats.



11. List the departments:

Science Departments	Home Science (B.Sc, M.Sc & PG-Diploma)
Arts Departments	NIL
Commerce Departments	Commerce (B.Com)
Any Other (Specify)	Management (BBA)

B.Sc & M.Sc is under the Faculty Council of Science, Jadavpur University

B.Com is under the Faculty Council of Arts, Jadavpur University

BBA is under the Faculty Council of Engineering, Jadavpur University

12. Unit Cost of Education (*Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled*)

(a) Including the salary component	Rs. 30,027/-*
(b) Excluding the salary component	Rs. 19,573/-*

** Figures are as per the financial year 2008-2009 and excluding the short-term courses*



CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the College have a stated

Vision?	Yes	✓	No	×
Mission?	Yes	✓	No	×
Objectives?	Yes	✓	No	×

2. Does the college offer self-financed Programmes?
If yes, how many? If yes, how many?

Degree Programmes	Yes	✓	No	×
Short term Programmes	7*			
	8			

* one of them is a diploma programme (PGDDAN)

Fee charged for each programme (include Certificate, Diploma, Add-on courses etc.)

Sl. No.	Programme (B.Sc, B.Com, etc.)	Fee charged in Rs. (2008-2009)
DEGREE COURSES		
1	B.Sc.	91375 (3 year)
2	B.Com	82075 (3 year)
3	BBA	1,56,000 (3 year)
4	PGDDAN	33,900 (1 year)
5	M.Sc.(all)	65250 (2 year)
SHORT-TERM COURSES		
6	Tanjore Painting	2000 (2 months)
7	Specialized craft	2500 (1 month)
8	Artistic Craft	6000 (11 months)
9	Saree draping	500 (2 weeks)
10	Complete Cookery & Bakery	4000 (1 month)
11	Finishing School	5000 (6 weeks)
12	Montessori Training	18000 (10 months)
13	Certificate course in Home Science	6500 (9 months)



3. Number of Programmes offered under

a annual system	--
b semester system	7
c trimester system	--

4. Programmes with

a Choice based credit system	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	<input checked="" type="checkbox"/>
b Inter/multidisciplinary approach	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	1*
c Any other, specify	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	<input checked="" type="checkbox"/>

* B.Sc

5. Are there Programmes where assessment of teachers by students is practiced?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	7
-----	-------------------------------------	----	-------------------------------------	--------	---

6. Are there Programmes taught only by visiting faculty?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--
-----	-------------------------------------	----	-------------------------------------	--------	----

7. New programmes introduced during the last five years

UG	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	NIL
PG	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	NIL
Others (specify): PGDDAN	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	1

8. How long does it take for the institution to introduce a new programme within the existing system?

1 year

9. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------



10. Was there major syllabus revision during the last five years? If yes, indicate the number

Yes	✓	No	×	Number	3 (M.Sc)
-----	---	----	---	--------	-------------

11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.

Yes	✓	No	×	Number	2*
-----	---	----	---	--------	----

* BBA & M.Sc (HD)

12. Is there any mechanism to obtain feedback on curricular aspects from:

a	Academic Peers?	Yes	✓	No	×
b	Alumni?	Yes	✓	No	×
c	Students?	Yes	✓	No	×
d	Employers?	Yes	✓	No	×
e	Any other?*	Yes	✓	No	×

* Organizations where students undergo internship training

Criterion II: Teaching-Learning and Evaluation

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

a	Through an entrance test developed by the institution	✓
b	Common entrance test conducted by the University/Government	×
c	Through interview	✓
d	Entrance test and interview	✓
e	Merit at the previous qualifying examination	✓
f	Any other (specify) Group Discussion	✓

(If more than one method is followed, kindly specify the weightages)



PROCEDURE FOR ADMISSION TO VARIOUS COURSES OF THE INSTITUTE			
	Courses	Admission Procedure	Remarks
a	B.Sc	Through interview and merit at the previous qualifying examination	*For the B.Com course, merit at the previous qualifying exams is calculated as per the chart developed by the Department
b	B.Com*		
c	M.Sc		
d	PGDDAN		
e	BBA	Through merit at the previous qualifying examination, an entrance test developed by the institution, through interview and group discussions	

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year (2008-2009)

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Sc. in H.Sc	89.30	46.10*	63.60	48.80	--	--
M.Sc(Human Development)	69.00	55.56	57.30	46.75	--	--
PG Diploma in Dietetics & Applied Nutrition	74.67	63.78	77.50	77.50	--	--
B.Com	91.00	72.00	--	--	--	--
BBA	92.60	57.00	--	--	--	--

* Because of availability of seats, students with lower percentage were taken and were offered relevant bridge courses

3. Number of working days during the last academic year

276*
(2008-2009)

* average of all three departments

4. Number of teaching days during the last academic year

186
(2008-2009)

* average of all three departments



5. Number of positions sanctioned and filled

Sanctioned/ Filled	
Teaching	35* / 40
Non-teaching	32 / 40
Technical	9 / 9
* sanctioned post means the posts approved by the University to run the programme	

6. a. Number of regular and permanent teachers (gender-wise)

Professors	M	1	F	0
Sr. Grade lecturers	M	2	F	5
Reader / Sl. Grade	M	0	F	2
Lecturers	M	0	F	14
TOTAL	M	3	F	21
TOTAL - 24				
* M - Male F - Female				

b. Number of temporary teachers (gender-wise)

Lecturers - Full- time (Contractual)	M	4	F	12
Lecturers - Part- time/Adjunct	M	4	F	11
Lecturers (Management appointees) - Full time	M	--	F	--
Lecturers (Management appointees) -Part time	M	--	F	--
Any other guest Faculty	M	12	F	3
TOTAL	M	20	F	26
TOTAL - 46				
* M - Male F - Female				

c. Number of teachers

From the same State	70
From other States	00



7

	Number	%
a Number of qualified/ permanent teachers and their percentage to the total number of faculty	24	34%
b Teacher: student ratio	70:1233	1:17.5
c Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength	8	20%*
d Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength	5	12.5%*
e Percentage of the teachers who have completed UGC, NET and SLET exams	16	40%*
f Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years	12	30%*

* percentage calculated by taking full-time faculty members including contractual faculty members

g. Number of faculty development programmes availed by teachers (last five years)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
UGC/ FIP programme	--	2 (3)	1 (2)	1 (1)	--
Refresher:	--	2 (5)	--	--	1 (1)
Orientation:	2 (3)	--	2 (2)	--	2 (2)
Any other (specify) Faculty Development Programme	--	--	--	1 (6)	1 (2)

Figures in the parenthesis indicate the number of faculty members who have attended the programme



h. Number of faculty development programmes organized by the college during the last five years

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Seminar/workshops/symposium on curricular development, teaching-learning, assessment, etc.	1	0	4	5	2
Research management	0	0	0	0	0
Invited/endowment lectures	0	0	0	1	0
Any other (specify)	0	0	0	1*	0
<i>* faculty development workshop on achievements, motivation & team building</i>					

8. Number and percentage of the courses where predominantly the lecture method is practiced

Number	%
7	100%

9. Does the college have the tutor-ward system?

Yes	✓*	No	×

** only in the Department of Management (BBA)*

If yes, how many students are under the care of a teacher?

14 per faculty

10. Are remedial programmes offered?

Yes	✓	No	×	Number	1

11. Are bridge courses offered?

Yes	✓	No	×	Number	5

12. Are there Courses with ICT-enabled teaching-learning processes?

Yes	✓	No	×	Number	7*

** in all departments*

13. Is there a mechanism for:

a Self appraisal of faculty?

Yes	✓	No	×

b Student assessment of faculty performance?

Yes	✓	No	×



c Expert /Peer assessment of faculty performance?

Yes	✗	No	✓
-----	---	----	---

14. Do the faculty members perform additional administrative work?

Yes	✓	No	✗
-----	---	----	---

If yes, the average number of hours spent by the faculty per week

4 hours per week on an average

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.)

Number	% of Total
16*	40%

* number calculated by taking full-time faculty members (including contractual faculty members)

2. Research collaborations

a) National If yes, how many?	Yes	✓	No	✗	Number	1
b) International If yes, how many?	Yes	✗	No	✓	Number	--

3. Is the faculty involved in consultancy work?

Yes	✓	No	✗
-----	---	----	---

If yes, consultancy earnings/ year (average of last two years may be given)

NIL

4. a. Do the teachers have ongoing/ completed research projects? If yes, how many?

On going	Yes	✓	No	✗	Number	2
Completed	Yes	✓	No	✗	Number	3

b. Provide the following details about the ongoing research projects



Major projects	Yes	*	No	✓	Number	--	Agency	--	Amt.	--
Minor projects	Yes	✓	No	*	Number	2	Agency	UGC	Amt.	1,29,500* 96,000**
College projects	Yes	*	No	✓	Number	--	Agency	--	Amt.	--
Industry sponsored	Yes	*	No	✓	Number	--	Industry	--	Amt.	--
Any other (specify)	Yes	*	No	*	Number	--	Agency	--	Amt.	--
No. of student Research projects	Yes	*	No	✓	Number	--	Agency	--	Amt.	--

* sanctioned amount, **Amount received

5. Research publications:

International journals	Yes	✓	No	*	Number	3
National journals – refereed papers	Yes	✓	No	*	Number	7
College journal	Yes	*	No	✓	Number	0
Books	Yes	✓	No	*	Number	1
Abstracts	Yes	*	No	✓	Number	0
Any other (specify)	Yes	*	No	✓	Number	0
Awards, recognition, patents etc. if any (specify)	4 Best Research Posters					

6. Has the faculty

a Participated in conferences?	Yes	✓	No	*	Number	47
b Presented research papers in conferences	Yes	✓	No	*	Number	12

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)

6



8. Number of regular extension programmes organized by NSS and NCC, etc. (average of last two years)	NSS	NCC
	6	--

9. Number of NCC Cadets/units	M	--	F	--	Units	--
-------------------------------	---	----	---	----	-------	----

10. Number of NSS Volunteers/units	M	--	F	200	Units	200
------------------------------------	---	----	---	-----	-------	-----

Criterion IV: Infrastructure and Learning Resources

1. a. Campus area in acres	Main campus	0.48 acres
b. Built up area in Sq. Meters (1 sq.ft. = 0.093 sq.mt)	Main & satellite campus	8170 sq. mt.

2. Working hours of the Library:

		Main Campus	Satellite Campus
a	On working days	8:30 AM to 5:30 PM	8:30 AM to 8:00 PM
b	On holidays	8:30 AM to 5:30 PM	8:30 AM to 4:00 PM
c	On examination days	8:30 AM to 5:30 PM	8:30 AM to 8:00 PM

3. Average number of faculty visiting the library/day (average for the last two years)	13* *average of all departments
--	------------------------------------

4. Average number of students visiting the library/day (average for the last two years)	145* *average of all departments
---	-------------------------------------



5. Number of journals subscribed to the institution

42*
*both libraries

6. Does the library have the open access system?

Yes	✓	No	✗
-----	---	----	---

7. Total collection (Number)

		Titles	Volumes	
a	Books	10,793	20,307	
b	Textbooks	8,229	17,693	
c	Reference books	2,564	2,614	
d	Magazines	46		
e	Current journals:			
	Indian journals	42		
	Foreign journals	NIL		
f	Peer- reviewed journals	NIL		
g	Back volumes of journals	423		
h	E-resources			
	CDs/DVDs	1512		
	Databases	3		
	Online journals	1		
	Audio- Visual resources	-		
i	Special collections (numbers)			
	Repository (World Bank, OECD, UNESCO etc.)	✗	✓	NIL
	Interlibrary borrowing facility	✗	✓	2
	Materials acquired under special schemes (UGC, DST etc.)	✓	✗	87 (2008-09)
	Materials for Competitive examinations including Employment news, Yojana etc.	✓	✗	30



Book Bank	✓	×	85	
Braille materials	×	✓	NIL	
Manuscripts	×	✓	NIL	
Any other (specify):	Cygnus MBA Knowledge Portal-Platinum	✓	×	1
	Dictionaries	✓	×	53 (125 vol)
	Encyclopedia	✓	×	15 (55 vol)
	Newspaper	✓	×	12
	Dissertations	✓	×	437
	Seminars	✓	×	78

8. Number of books/journals / periodicals added during the last two years and their total cost.

	(2007-2008)		(2008-2009)	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books	1,307	4,57,083.73	2,457	6,76,426.50
Reference Books	78	42,644	249	1,69,965
Other books	210	9,501	19	22,812
Journals/Periodicals	36/34*	47,730 / 26,098	42/46*	48,685 / 28,383
Encyclopedia	-	-	-	-
Any other(specify) Cygnus MBA Knowledge Portal- Platinum	1	35,000	1	36,517
* renewed and new additions				



9. Mention the

Total carpet area of the Central Library (in sq. ft)	1876 sq.ft.
Number of departmental libraries	1
Average carpet area of the departmental libraries	2500 sq.ft
Seating capacity of the Central Library (Reading room)	56

10. Status of Automation of the Library

a Not initiated	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
b Fully automated	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
c Partially automated	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>

11. Percentage of library budget in relation to the total budget

12. Services/facilities available in the library (If yes, tick in the box)

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Reprography	<input checked="" type="checkbox"/>
Computer and Printing	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Inter-library loan	<input checked="" type="checkbox"/>
Power back-up	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (specify)	Book Bank

13. Average number of books issued/returned per day



14. Ratio of library books to the number of students enrolled 16.5 : 1

15. Computer Facilities

Number of computers in the college 196

Number of Departments with computer facilities 3

Central computer facility (Number of terminals) 45

Budget allocated for purchase of computers during the last 4.00 lacs

Amount spent on maintenance and upgrading of computer facilities during the last academic year 4.50 lacs

Internet Facility, Connectivity	Dialup	Broadband	Others (Specify)
	✓	✓	LAN & Plug-in

Number of nodes/ computers with Internet facility 90

16. Is there a Workshop / Instrumentation Centre? Yes No Since -

17. Is there a Health Centre? Yes No Since inception

18. Is there Residential accommodation for

Faculty? Yes No Since -

Non-teaching staff? Yes No Since inception

a) Are there student Hostels? Yes No Since -

b) Is there a provision for

a) Sports fields Yes No

b) Gymnasium Yes No

c) Womens' rest rooms Yes No

d) Transport Yes No

e) Canteen/Cafeteria Yes No



f) Students centre	Yes	✓	No	×
g) Vehicle parking facility	Yes	✓	No	×

Criterion V: Student Support and Progression

1. a. Student strength (Provide information in the following format, for the past two years)

DATA FOR 2007-2008 AND 2008-2009							
Student Enrolment (2007-2008 & 2008-2009)	UG (all Departments)	UG (Management)	PG (Home Science)	M.Phil	PhD	Diploma/Certificate	Self Funded
	F	M	F	M/F	M/F	F	T
Number of students from the same state where the college is located	866	199*	19*	--	--	6*	262*
	925*	217**	5*	--	--	10**	147*
Number of students from other states	73*	1*	6*	--	--	3*	0*
	63**	4**	6*	--	--	2*	0**
Number of NRI students	0*	0*	0*	--	--	0*	0*
	1**	0**	0*	--	--	0*	0**
Number of foreign students	0*	0*	0*	--	--	0*	0*
	--	0**	0*	--	--	0*	0**
M-Men, F-Female, T-Total * data for year 2007-2008, ** data for year 2008-2009							

- b. Dropout rate in UG and PG (average for the last two batches)

UG (Batches: 2005-08 & 2006-09)

	Number	%
Department of Home Science	39	30.41



Department of Commerce	16	9.8
Department of Management	13	8.87
PG (Batches: 2006-08 & 2007-09)	Number	%
Department of Home Science	4	24.5

2. Financial support for students: (2008-2009)

	Number	Amount
Endowments	NIL	--
Freeships	2	52,800
Scholarship (Government)	5	Fees
Scholarship (Institution)	NIL	NIL
Number of loan facilities	NIL	--
Any other financial support (Specify)	NIL	--

3. Does the college obtain feedback from students on their campus experience?

Yes	✓	No	✗
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4. Major cultural events (2008-2009)

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	✗	1	✓	✗	4
Inter- university	✗	✗	0	✗	✗	0
National	✗	✗	0	✗	✗	0
Any other (specify)						
1 Inter Departmental	✓	✗	5	✓	✗	5
2 Corporate Quiz	✓	✗	1	✓	✗	1



5. Examination Results (data of past five years)

Pass Percentage	UG					PG			MPHil	
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
98.82	93.46	95.83	98.62	90.05*	100	95.62	77.77	84.2	66.66*	
Number of first classes	191	194	228	196	219*	20	15	6	11	2*
Number of distinctions	115**	125**	165**	217**	216**	20**	15**	6**	11**	2**
Ranks (if any)	3	3	3	3	3	3	3	2	3	*

* supplementary results awaited, ** Above 60% considered as distinction for Home Science and Commerce, For Management, above 75% considered as distinction

6. Number of overseas programmes on campus and income earned:

Number	Amount	Agency
None	--	--

7. Number of students who have passed the following examinations during the last five years

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
NET	1	3	1	1	--
SLET	--	--	1	--	--



CAT	--	--	--	8	25
TOEFL	--	--	--	--	--
GRE	--	--	--	--	--
GMAT	--	--	--	1	--
Civil services (IAS/IPS/IFS)	--	--	--	--	--
Defence Entrance	--	--	--	--	--
Other services	--	--	--	--	--
Any other (specify)	--	--	--	--	--

8. Is there a Student Counselling Centre?

Yes	✓	No	×
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9. Is there a Grievance Redressal Cell?

Yes	✓	No	×
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10. Does the college have an Alumni Association?

Yes	✓	No	×
Formed in the Year		2004	
11. Does the college have a Parent-teachers Association?

Yes	×	No	✓
Formed in the Year		--	

Criterion VI: Governance and Leadership

1. Has the institution appointed a permanent Principal? If yes, denote the qualifications. If No, for how long has the position been vacant?

Yes	✓	No	×
PhD (Chemistry), M.Sc (Textiles & Clothing) and NET qualified			
2. Number of professional development programmes held for the Non-teaching staff (last two years)

NIL

3. Financial resources of the college (approximate amount) – financial year 2008-2009



Grant-in-aid	NA	
Fee from aided courses	NA	
Donation	NA	
Fee from Self-funded courses	464.79 lacs	
Any other (specify)	UGC	
	Developmental Grant	1,66,464
	MRPs	96,000

4. Statement of Expenditure (for last two years)

Item	Before last (2007-2008)	Last year (2008-2009)
% spent on the salaries of faculty	29.75	27.60
% spent on the salaries of non-teaching employees including contractual workers	19.12	17.17
% spent on books and journals	1.45	3.20
% spent on Building development	9.80	13.75
% spent on hostels, and other student amenities	0.50	0.63
% spent on maintenance – electricity, water, telephones, infrastructure	4.57	3.40
% spent on academic activities of departments – laboratories, green house, animal house, field trips etc.	2.49	1.86
% spent on research, seminars, etc.	1.18	0.32
% spent on miscellaneous expenditure	31.14	32.07

5. Dates of meetings of Academic and Administrative Bodies during the last two years:

Internal Admn. Bodies (mention only three most important bodies)	Before last (2007-2008)	Last year (2008-2009)
Governing Body	29 th January 2008	5 th August 2008 13 th January 2009



IQAC	27 th March 2008	11 th December 2008
Staff Ex-Com	4 th June 2008 18 th December 2008	19 th February 2009 11 th May 2009
Academic Council	22 nd August 2007 30 th January 2008 4 th March 2008	21 st August 2008 10 th December 2008 6 th March 2009

6. Are there Welfare Schemes for the academic community?

Loans	Yes	✓	No	✗
Medical allowance	Yes	✓	No	✗
Any other (specify) Accidental insurance Group Insurance – Compact Insurance	Yes	✓	No	✗

7. Are there ICT supported/computerized units/processes/activities for the following?

a) Administrative section/ Office	Yes	✓	No	✗
b) Finance Unit	Yes	✓	No	✗
c) Student Admissions	Yes	✓	No	✗
d) Placements	Yes	✗	No	✓
e) Aptitude Testing	Yes	✗	No	✓
f) Examinations	Yes	✓	No	✗
g) Student Records	Yes	✓	No	✗

Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms?	Yes	✓	No	✗
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Institutional Data

2. Do students participate in the Quality Enhancement initiatives of the Institution?

Yes	✓	No	×
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3. What is the percentage of the following student categories in the institution?

2008-2009	
a SC	0.2
b ST	1.6
c OBC	0.2
d Women	84.6
e Differently-abled	0.2
f Rural	0
g Tribal	0

4. What is the percentage of the following category of staff?

Category	Teaching staff	%	Non-teaching staff	%
a SC	0	--	5	10
b ST	0	--	0	0
c OBC	0	--	0	0
d Women	46	65.7	11	22.4
e Physically-challenged	0	--	0	0
f General Category	70	100	44	89.8
g Any other (specify)	--	--	--	--

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2005-2008)	Batch II (2006-2009)	Batch I (2005-2008)	Batch II (2006-2009)
a. SC	0	0	0	0



b. ST	5	4	0	0 (0%)
c. OBC	0	1	0	1 (100%)
d. Women	410	357	314 (76.5%)	283 (79%)
e. Physically challenged	0	1	0	(100%)
f. General Category	466	419	361 (77%)	353 (84%)
g. Any other (specify)	—	--	--	--



Department of Home Science

C. Profile of the Departments (If applicable)		Responses	
1. Name of the Department	Home Science		
2. Year of Establishment	1963		
3. Number of Teachers sanctioned and present position	18	20 (15 FT-P & 5 FT-C)	
4. Number of Administrative Staff	1 + 5* + 1** = 7		
5. Number of Technical Staff	1 + 3* = 4		
6. Number of Teachers and Students	29:265		
7. Demand Ratio (No. of seats : No. of applications)	1:1.4 (220 seats : 307 applications)		
8. Ratio of Teachers to Students	1:8 (approx)		
9. Number of research scholars who had their master's degree from other institutions	NIL		
10. The year when the curriculum was revised last	2006 (all M.Sc programmes)		
11. Number of students passed NET / SLET etc. (last two years)	1 (as per available data)		
12. Success Rate of students (What is the pass percentage as compared to the University average?)	For UG: 95.87% (session 2007-2008)		
	For PG: 84.2% (session 2007-2008)		
13. University Distinction / Ranks	71	5	
	(Distinctions)	(Ranks)	
14. Publications by faculty (last 5 years)	51		
15. Awards and recognition received by faculty (last five years)	16		
16. Faculty who have attended National and International Seminars (last five years)	31	2	
	(National)	(International)	
17. Number of National and International seminars organized (Last five years)	2	NIL	
	(National)	(International)	
18. Number of teachers engaged in consultancy and the revenue generated	3	NIL	
19. Number of Ongoing projects and its total outlay	2	Rs. 1,29,500	
20. Research projects completed during last two years & its total outlay	1	Rs. 8,97,184	
21. Number of inventions and patents	NIL	NIL	
22. Number of PhD theses guided during the last two years	1		
23. Number of Books in the Departmental Library, if any	6,910 + 1,643* = 8,553		
24. Number of Journals / Periodicals	34		
25. Number of Computers	83*		
26. Annual Budget	Rs. 118.06 lacs		

* Shared by Home Science & Commerce Departments, ** Shared by all three Departments
FT-P - Full-time permanent, FT-C - Full-time contractual



Department of Commerce

C. Profile of the Departments (If applicable)		<i>Responses</i>	
1. Name of the Department	Commerce		
2. Year of Establishment	1997		
3. Number of Teachers sanctioned and present position	1	11	1 (6 FT-P & 5 FT-C)
4. Number of Administrative Staff	1 + 5* + 1** = 7		
5. Number of Technical Staff	3*		
6. Number of Teachers and Students	11:528		
7. Demand Ratio (No. of seats : No. of applications)	225:1025 (9:41)		
8. Ratio of Teachers to Students	1:48 approx		
9. Number of research scholars who had their master's degree from other institutions	NIL		
10. The year when the curriculum was revised last	2003		
11. Number of students passed NET / SLET etc. (last two years)	NIL		
12. Success Rate of students (What is the pass percentage as compared to the University average?)	100% (session 2007-2008)		
13. University Distinction / Ranks	85 (Distinctions)	1	1 (Ranks)
14. Publications by faculty (last 5 years)	NIL		
15. Awards and recognition received by faculty (last five years)	2		
16. Faculty who have attended National and International Seminars (last five years)	12 (National)	0	0 (International)
17. Number of National and International seminars organized (Last five years)	3 (National)	0	0 (International)
18. Number of teachers engaged in consultancy and the revenue generated	NIL	NIL	NIL
19. Number of Ongoing projects and its total outlay	NIL	NIL	NIL
20. Research projects completed during last two years & its total outlay	NIL	NIL	NIL
21. Number of inventions and patents	NIL	NIL	NIL
22. Number of PhD theses guided during the last two years	NIL		
23. Number of Books in the Departmental Library, if any	1,338 + 1,643* = 2,981		
24. Number of Journals / Periodicals	21		
25. Number of Computers	83*		
26. Annual Budget	Rs. 146.05 lacs		

* Shared by Home Science & Commerce Departments, ** Shared by all three Departments
 FT-P - Full-time permanent, FT-C - Full-time contractual



Department of Management

C. Profile of the Departments (If applicable)		Responses	
1. Name of the Department	Management		
2. Year of Establishment	2002		
3. Number of Teachers sanctioned and present position	6	9	(3 FT-P & 6 FT-C)
4. Number of Administrative Staff	5 + 1** = 6		
5. Number of Technical Staff	5		
6. Number of Teachers and Students	27:444		
7. Demand Ratio (No. of seats : No. of applications)	1:7 (140 seats : 940 applications)		
8. Ratio of Teachers to Students	1:16 (approx)		
9. Number of research scholars who had their master's degree from other institutions	NIL		
10. The year when the curriculum was revised last	NIL		
11. Number of students passed NET / SLET etc. (last two years)	NIL		
12. Success Rate of students (What is the pass percentage as compared to the University average?)	99.2% (session 2007-2008)		
13. University Distinction / Ranks	61 (Distinctions)	1	(Ranks)
14. Publications by faculty (last 5 years)	12		
15. Awards and recognition received by faculty (last five years)	5		
16. Faculty who have attended National and International Seminars (last five years)	6 (National)	0	(International)
17. Number of National and International seminars organized (Last five years)	3 (National)	0	(International)
18. Number of teachers engaged in consultancy and the revenue generated	2	NIL	
19. Number of Ongoing projects and its total outlay	NIL	NIL	
20. Research projects completed during last two & its total outlay	NIL	NIL	
21. Number of inventions and patents	NIL	NIL	
22. Number of PhD theses guided during the last two years	NIL		
23. Number of Books in the Departmental Library, if any	10,414		
24. Number of Journals / Periodicals	33		
25. Number of Computers	113		
26. Annual Budget	225.72 lakhs		

** Shared by all three Departments

FT-P - Full-time permanent, FT-C - Full-time contractual



PART II:

Evaluative Report



EXECUTIVE SUMMARY

J. D. Birla Institute, Kolkata was established in 1962 by the noted industrialist Shri L. N. Birla's wife Smt. Sushila Devi Birla, and was amalgamated to Sukriti Education Society in 1994. The college has been at the forefront of imparting education in the field of Home Science since almost five decades. While the initial years saw consistent achievements in Home Science, the year 1997 saw the establishment of the Department of Commerce. In 2002, Department of Management was founded.

The Institute's 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 a large measure, the spirit of academic freedom and enterprise in its initiatives to Jadavpur University which holds recognition by the University Grants Commission as one of the five universities in the country credited with '*Potential of Excellence*' as also having been accorded the highest grading and accreditation by the National Assessment and Accreditation Council (NAAC).

Criteria I:

The Vision and Mission of the Institute is repeatedly emphasized through its curricular, co-curricular and extra-curricular activities. With a view to bring about holistic development of young populace in general, and women in particular, the Institute creates a conducive environment through modern management, qualified and experienced teaching faculty, support staff and good infrastructure.

The Institute provides a judicious measure of academic flexibility to its learners. It runs three undergraduate and three postgraduate degree programmes, one postgraduate diploma course and several short-term certificate and value added courses. Final year students opt for specialization in different branches of Home Science as per their choice; however, the selection to different specialization is based on merit.



Planning, designing and implementing courses to meet global needs and provide employability to students is the top most concern of the Institute. To this effect a comprehensive revision of the syllabus led to the segregation of different specializations in Home Science into four new distinct degree programmes namely B.Sc (Hons) in Food Science and Nutrition Management, B.Sc (Hons) in Textile Science, Clothing and Fashion Studies, B.Sc (Hons) in Human Development and B.Sc (Hons) in Interior Designing.

The curriculum and the syllabus for the postgraduate courses were revised in the last five years. A B.Ed course in Home Science, earlier discontinued, is slated to be revived subsequent to the approval of NCTE. A proposal to offer specialization to undergraduate Commerce students in the final year has been initiated and the syllabi are currently being framed. In the Department of Management, informal modifications and upgradations of the syllabi have been executed.

Keeping in view the initiatives of the Institute to offer a wide range of upgraded and new courses, the college was awarded '*College to Look Out For*' in 2007 by the Lions Club of Kolkata.

Criteria II:

The Institute has a well systematized and transparent admission process. To ensure wide publicity to the admission process, the Institute prints a comprehensive prospectus, hosts a website and publishes notices in leading national and regional newspapers.

A broad framework of the academic calendar is planned at the beginning of each session. On the basis of this, lecture plans are made by teachers for their respective courses for the ensuing semester. Presently, the Institute is in the process of implementing an MIS at the main campus through the ERP software; the same already exists at the satellite campus.

The Institute has been conducting an appraisal of teachers at the end of each semester by students since 2003. The procedure is confidential and impartial. Also the collection and analysis of data is done by an external agency.



The Institute employs various teaching-learning methods including the use of ICT. Other means employed are lectures from experts, educational excursions and industrial / field visits. Bridge and remedial courses are offered to weaker students while the advanced learners are encouraged to perform better. The Department of Management makes effective use of TSBs for imparting quality teaching-learning experience. Seminars are held regularly and students are also encouraged to give presentations.

The Management actively promotes professional development of faculty members by ensuring that they participate in orientation and refresher courses, seminars, symposia and workshops and other training programmes.

The Institute follows a regular and transparent evaluation process that enables students to perform optimally.

Criteria III:

The Institute has fully functional five member research committee to facilitate and monitor research activities. During the course of the last five years, the Department of Home Science has successfully completed one Major Research Project (MRP) and two Minor Research Projects; while two MRPs are ongoing.

Towards developing research facilities on the campus, a separate research journal section has been established as an annexure to the library. Seed money, subject to the discretionary approval of the college management may be granted and the Institute has allocated a budgetary fund for publication of college research journal and for hosting seminars and conferences. A number of noteworthy publications by faculty members have been made in the last few years.

During the last five years faculty members of the Institute have offered consultancy services, mainly in academic matters.

The Institute actively and seminally promotes the participation of students and faculty in extension activities. Towards that end, the Institute formed a social welfare club.

Criteria IV:

In the last five years, the Institute has significantly augmented its infrastructural facilities. This includes the addition of a complete floor with 8 classrooms and a 250 seater auditorium. The number of books and computers has more than doubled in the same period and all faculty members have been provided with workstations equipped with personal computers. To enable optimal utilization of available infrastructure, classes between Home Science and Commerce are staggered. Security and safety has been modernized with the installation of closed circuit TVs and an electronic fire alarm system. The Institute has been awarded '*Best Maintained College*' under GURUKUL awards by the Lions Club of Kolkata.

Criteria V:

By making efforts to monitor college campus culture and students' needs, the Institute has added a technology rich, user friendly environment in an effort to minimize dropout rates and optimize student retention. Some of the steps adopted are - offering bridge courses to students with inadequate knowledge and remedial courses to weaker students, maintaining a healthy student-teacher ratio, use of modern teaching aids and offering add-on courses. Creativity skills are promoted through the annually published College Magazine, wall magazine and numerous competitions. For holistic development, extra and co-curricular activities form an integral part of the curriculum.

Quality education imparted to students ensures that many students graduate towards higher education or are gainfully employed. Some other student welfare features include existence of a health centre staffed with a trained nurse, a psychological counselling centre and a canteen. A fully functional grievance redressal cell is maintained for students to register grievances formally. The Students' Council is elected through a transparent and fair voting procedure. The college has an active Alumni Association.

Criteria VI:



The Vision and Mission of the Institute is in tune with the objectives of higher education policies. The governance and administration is carried out under the leadership of the Principal with full support from the Management. A democratic regulation with free rein allows easy and free exchange of information and opinion. Decentralization is achieved through a judicious and rational assignment of duties to various administrative and academic committees. The Management of the Institute greatly values a clear and effective communication process in order to create concord within the academic organization. It is a keen participant in the welfare of the Institute and maintains a receptive stand with regard to suggestions for improvement from all stakeholders.

The Management follows a well defined perspective plan for the expansion and improvement of the college infrastructure to accommodate the launching of new academic programmes. The financial implications; budget, income and expenditure are handled directly by the Management.

Criteria VII:

To sustain and enhance the Institutional standards to higher levels, as recommended by NAAC, a formal IQAC cell was formed in the year 2004. The college has taken several initiatives to promote and internalize best practices. Towards this end, the college provides a clean and secure environment, a warm student-teacher relationship and provides access to students from diverse economic and social backgrounds. It provides financial assistance to students on need-cum-merit basis, makes them aware of community needs, promotes social responsibilities and instills in them the role of good citizenship.

The continuous process of critical evaluation made significantly intensive since the last peer team visit, has revealed to the college its confidence in propagating education as a liberating and evolutionary force. The college desires to be competent in being able to develop future generations who will contribute to the development that our nation so importantly needs.



Criterion I

CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 *State the Vision and Mission of the institution and how it is communicated to the students, teachers, staff and other stakeholders?*

Vision

'Knowledge creation and management'

Mission

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

The Vision and Mission of the Institution are repeatedly emphasized through the college prospectus, magazine and circulars. The college website also clearly states the Vision and Mission for the benefit of those who are not directly a part of the Institution. Moreover, the underlying philosophy of the Vision and Mission is reflected in the curricular, co-curricular and extra-curricular activities of the Institution.

1.1.2 *How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientation?*

For the holistic development of its stakeholders, the Institute creates a conducive environment with the help of a progressive management, qualified and experienced teaching faculty, supportive non-teaching and technical staff, and a good infrastructure.

One of the main objectives of the Institution is to contribute meaningfully towards education and emancipation of women in order to empower them and provide them with a position of dignity and social



standing. For this reason, the Institute has two Departments – namely, Home Science and Commerce – exclusively for women. Even though the third Department - Management, is co-educational, it has a balanced ratio of male and female students. The fact that some of the toppers in the last few years are women re-emphasizes JDBI's objective of enabling women to take up the challenges of modern life, including professional, corporate and family life. The Institute's efforts to create a curriculum for all-round development of its students – both educational and characteristic – have so far been unparalleled in this region.

All the three departments strive to promote entrepreneurship skills among the students, thus improving their career prospects. In the Department of Commerce and Management, the focus is on developing a new generation of business leaders and managers who understand the importance of ethics and transparency in business transactions, and have a clear concept of nation-building.

The Institute's NSS-wing and the social welfare club, '*Helping Hands*' collectively work for the underprivileged. The activities undertaken by these groups help instill basic human values in the students of the Institution.

1.1.3 *Are the academic programmes in line with the institution's goals and objective? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (access to the disadvantaged, equity, self development, community and national development, ecology and environment, value orientation, employment, ICT introduction, Global and national demands and so on).*



The academic programmes of the Institute are in line with its goals and objectives which are listed below:

- a) To acquire knowledge and skills in the pursuit of academic excellence aimed at advancement into higher education, research and extension activities.
- b) To educate within a dynamic system that is structured towards varied professional and vocational applications for career design and development.
- c) To work proactively towards individual and group goals within an integrated setting of diverse socio-cultural members.
- d) To attain self-reliance through balance of freedom and discipline within the body, mind and spirit.
- e) To create a cadre of professional managers for service to industry and commerce.
- f) To foster national progress through development in entrepreneurship.
- g) To develop cultural and social sensitivity, ethical norms, awareness of environmental issues and conservation, and concern for others.
- h) To equip individuals with the requisite skills to make effective decisions, form strategic partnership, run family businesses of their own and help to turnaround inefficient small and medium enterprises.
- i) To provide a facility that will encourage students to think objectively, independently and critically; assess the validity of information; communicate clearly and effectively; become responsible citizens; develop values such as hard work, commitment and appreciation for diversity; develop expertise in a specialized area and continue to learn after graduation.

Keeping the above objectives in view, the Institute develops and follows a curriculum that addresses the needs of the society on one hand and the global demands on the other. The fact is sustained in the following - The



knowledge and skills imparted by the Institution encourage young minds to pursue higher education and carry out research and development in various fields of study.

Industrial / vocational training, seminars and projects, which the students from all the departments have to undertake, encourage them to apply theoretical knowledge in practical situations, promote self study and team work, and help them to hone their interactive skills. This also prepares the students for the job market, thereby increasing their employability. Educational excursions are organized for students to help them acquire first hand information and practical knowledge in different areas of study.

JDBI recognizes the importance of all-round development of the students and hence equal importance is given to both academics and sports.

Workshops on 'Meditation' and 'Pranic Healing' which facilitate spiritual development and help the students to develop a balanced approach towards their work, and life in general, are organized.

In order to ensure that students from all sections of society get an opportunity to be part of this Institution, merit-based financial assistance is provided to them. A just and transparent admission procedure is followed and students gain admission on the basis of their performance in their last qualifying examination. A well-equipped library, internet facilities and well-qualified and accessible teaching staff provide students with an opportunity to seek extra guidance for the purpose of self-development. The NSS-wing and *Helping Hands* work on several community projects. Apart from this, a recently concluded *Street Food* project, conducted in association with the Ministry of Health and Family Welfare and funded by the World Bank, benefited approximately 100 street food vendors of Kolkata.

Ecology and Environmental Study is a compulsory subject for all students at the undergraduate level. All this helps in enhancing their



sensitivity and sense of responsibility towards the environment. Moreover, training in '*Communicative English*' and '*Soft Skills and Personality Development*' is offered to the students to instill confidence, build public speaking abilities and leadership qualities among them. This helps to establish a unique value system that is shared by students from all sections of society. To address global trends and the developmental needs of students and faculty, emphasis is laid on ICT training.

1.1.4 *How does the curriculum cater to inclusion / integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?*

The Institution has provision for basic computer education for all students in its undergraduate curriculum. In the Department of Commerce, students learn operation of software such as TALLY and FACT under a subject '*Information Technology in Business-I*', & '*Information Technology in Business-II*' (taught in semesters 5 and 6 respectively). The Department of Home Science offers '*Fundamentals of Computers*' in semester-I. The postgraduate students studying Resource Management and Composite Home Science are trained in the use of AutoCAD, Photoshop, Corel Draw, Adobe, etc. In addition, the curriculum of the Department of Management covers the following courses pertaining to ICT: '*Computer Organization & Architecture*', '*Computer Fundamental Lab*', '*Computer Programming & Application*', '*Computer Programming Lab*', '*Computer Networking & Security*', '*Database Management Lab*', '*ERP & Systems Management*', and '*Business Information Systems*'.

Students have access to well-equipped computer laboratories. For seminars and lectures, a state-of-the-art audio-visual room and auditorium equipped with LCD-projector, computer, etc is available. The



college library also has an annexed internet zone equipped with computers having uninterrupted internet connectivity for students.

1.1.5 *Specify the initiatives and contribution of the institution in the design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees, academic peers and communicating the information and feedback for appropriate inclusion and decision in statutory academic bodies, membership of BOS and by sending agenda items etc.).*

For design and development of the curricula, assessment of the needs and requirements are initiated at the basic level by gathering feedback from stakeholders and through study of corresponding courses at other institutions. Subsequently, approval by the academic council is sought, followed by preparation of a detailed curriculum and syllabi by the faculty members. Thereafter, the course is subjected to detailed discussions / review by statutory bodies at the university. The flow chart below details the sequence for process design and development of curriculum.



PROCESS DESIGN & DEVELOPMENT OF THE CURRICULA	
ASSESSMENT OF NEEDS & REQUIREMENTS	
<ul style="list-style-type: none"> • Informal feedback from stakeholders (students, faculty members including part-time and visiting faculty, academic peers, etc.) • Study / review of similar courses offered by other universities / colleges • Identifying the requirements of industry through interactions with industry personnel • Regular review of the UGC-guidelines 	
↓	
DISCUSSION IN ACADEMIC COUNCIL (AC) OF THE INSTITUTE	
↓	
COLLECTION OF RELEVANT INFORMATION AFTER APPROVAL BY AC	
<ul style="list-style-type: none"> • Review of UGC subscribed curricula / syllabus • Collection of information during visit to other universities/colleges • Identification of important areas to be included by attending workshops/seminars • Collecting database from websites 	
↓	
PREPARATION OF CURRICULUM & SYLLABUS	
<ul style="list-style-type: none"> • Preparation of an outline of the curriculum by faculty members • Formation of the review committee comprising of several experts in all relevant field of academics and industry to scrutinize the curriculum • Incorporation of suggested changes and preparation of the detailed syllabi • Finalization and approval of the curriculum and syllabi by the committee 	
↓	
FACULTY COUNCIL OF AFFILIATING UNIVERSITY	
<ul style="list-style-type: none"> • Submission of a detailed proposal • Discussion at the Faculty Council meeting • Formation of a special committee by the University ** • Visit by members from the university to review infrastructure and faculty status at the campus • Passing of resolution after necessary changes have been incorporated as suggested • Forwarded to the University EC for consideration 	
↓	
EXECUTIVE COUNCIL OF AFFILIATING UNIVERSITY	
<ul style="list-style-type: none"> • Scrutinizing of the proposal • Formation of a special committee by the University to assess feasibility of the course ** • Resolved and forwarded to the University Court for approval on satisfaction 	
↓	
UNIVERSITY COURT	
<ul style="list-style-type: none"> • Approval of the recommendation forwarded by EC • Passing of resolution and intimating the same to the Institute 	
↓	
THE INSTITUTE	
<ul style="list-style-type: none"> • Receives approval by the University • Publicizes the new course and opens admission • Admission & execution / implementation of the course 	
** optional	



1. 2 Academic Flexibility

1.2.1 *What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?*

The Institute has a range of programmes available for its students. It provides undergraduate degree programmes, postgraduate degree and diploma programmes and doctoral programmes. The Institute also runs numerous short-term and certificate courses.

Programmes		Model	Duration (years)	Semesters
Home Science	BSc	Semester	3	6
	MSc	Semester	2	4
	PG Diploma	Semester	1	2
	PhD	--	min. 2	--
	Short Term Courses	Varies with programme.		
Commerce	BCom	Semester	3	6
Management	BBA	Semester	3	6

1.2.2 *Give details on the following provision with reference to academic flexibility, value addition and course enrichment: a) Core options, b) Elective options, c) add on courses, d) interdisciplinary courses, e) flexibility to the students to move from one discipline to another, f) flexibility to pursue the programme with reference to the time frame (flexible time for completion)*

- a) **Core Options:** The Institute has an effective curricular strategy that widens the skill base of the undergraduate students. It allows students to choose their different areas of interest such as Home Science, Commerce and Management. All the subjects taught in the first two years in the Department of Home Science are known as subsidiary (core) papers. Of the 35 subjects in the Department of Management, 33 are mandatory and form the core of the said curriculum.



- b) **Elective Options:** Students of the undergraduate Home Science programme take up any one specialization out of the five offered by the Institute in their final year on the basis of their interest and merit. All the papers taught under each of these specializations are honours (elective) papers. In the Department of Management, a student may choose two subjects from a given list of electives / specialization apart from the core options.
- c) **Add-on courses:** In all three Departments, value addition is created through add-on courses - bridge / remedial courses, training in '*Soft Skills and Personality Development*' and workshops in various fields for updating their skills.
- d) **Interdisciplinary courses:** Courses offered in the Department of Home Science are interdisciplinary in nature.
- e) **Flexibility to move from one department to another:** A student admitted to a particular course is permitted to change from Department of Commerce / Home Science to Department of Management and vice versa provided:
- the application is submitted within the stipulated time
 - seats are available in the department concerned
 - the student fulfils the eligibility criteria
 - the student obtains a '*No Objection Certificate*' from the Principal / Director as applicable.
- f) **Flexibility to pursue within the time frame:** The students are allowed upto six years to complete their graduation and four years to complete their post graduation as per the university norms. This includes time permitted for clearing back papers.

1.2.3 Give details of the programmes and other facilities available for the international students (if any).

International students are offered the same course content and academic facilities as Indian students. There is no change in the fee structure for students who are citizens of countries other than India. Further, the Institution abides by the Jadavpur University norms applicable to international students.

1.2.4 *Does the institution offer any self-financed programmes in the institution? If yes, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification and salary etc.*

The Institute is an unaided private college and as such all courses offered by in the Institute are self financed.

1.3 Feedback on Curriculum

1.3.1 *How does the college obtain feedback on curriculum from: a) students? b) alumni? c) parents? d) employers / industries? e) academic peers? f) community?*

The Institution is open to feedback and suggestions from all stakeholders, and is constantly striving to incorporate the changes needed for improvement. Such feedback is collected from all stakeholders:

- a) **From students:** The outgoing batches of students give their feedback on curriculum and institutional functions through a structured questionnaire. The analyzed data is then communicated to the Management for further action.
- b) **From alumni:** The members of the alumni provide feedback and suggestions either through electronic mail, post, telephone, fax or in person.
- c) **From parents:** The Institute arranges interaction with parents by holding parent-teacher meetings whenever required. Invitation to



college events such as sports, annual show, exhibitions, etc. gives the Institute an opportunity to interact with parents and respond to their comments or suggestions.

- d) **From employers / industries:** The students undertake internships at business corporations, NGOs or educational institutions and faculty members regularly visit these organizations for informal communication and discussions. Relevant responses are recorded by them for further action.
- e) **From academic peers:** Faculty members attend seminars / workshops outside the Institute and experts visit the college occasionally as guest faculty / advisors / subject experts / delegates for lectures, seminars and conferences conducted by the Institute. Such occasions provide an opportunity to all stakeholders of the Institute to interact with fellow members from other Institutes. This also enables the Institute's stakeholders to learn about current issues, innovations and prevalent practices at other organizations.
- f) **Community:** The College has a popular brand image in the city and has been receiving appreciations and accolades from the community in the forms of awards. *Refer to Q 2 of Re-accreditation section of Criteria I & IV.*

1.3.2 *How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?*

Feedback from students is analyzed by an external agency to promote transparency and accountability. A report is made available to the Principal and faculty members for careful study and discussions. Acceptable modifications are incorporated wherever required. Constructive suggestions are included in the modified curriculum and



continuous improvement is attempted. The revised curriculum is sent to the affiliating university for approval.

1.4 Curriculum Update

1.4.1 *What is the frequency and the basis for syllabus revision and what are the major revisions made during the last five years?*

The college revises the syllabus whenever the need arises. In the last five years, the college has once revised the postgraduate courses extensively during the conversion from annual pattern to semester pattern.

A complete syllabus revision in the Department of Home Science and segregation of the different specializations into separate departments was undertaken. The same has been approved by the affiliating university and has been introduced from the academic session 2009-2010.

Specializations would be offered to the undergraduate commerce students in their final year. The curricula have been approved by the Faculty Council of Arts, Jadavpur University and the syllabi are currently being framed.

Since the Department of Management offers a professional course, the finer aspects of the syllabi are constantly modified and upgraded on a per semester basis even as the broader dimensions of the units specified for every paper are kept the same.

1.4.2 *How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?*

The core values of the NAAC are reflected in the Institution's beliefs and endeavours to satisfy the needs for national development, to foster global competencies, to inculcate value systems, and to promote the use of technology for excellence.

The Institute believes that theory, research and professional literature are guides to learning processes and informal professional practices. It takes



pride in its diversity of ideas, views, strengths, learning styles, talents and abilities.

The Institute offers education primarily to young women and thereby aspires to contribute towards national development by imparting quality education for all round development of women in a progressive ambience. The curriculum of the Institute seeks to ensure that the students grow up as competent and responsible individuals. The job-oriented courses increase employment opportunities, and continuous upgrading of the curriculum makes the course content of the various subjects both nationally, and globally, relevant. Moreover, students also receive industrial training, training in '*English*' and training in '*Soft Skills and Personality Development*'.

In order to foster global competencies among students, the college has introduced several new courses as well as computer education for all its students. The college includes ICT training as a compulsory part of the curriculum. Efforts are being made to use technology in the teaching-learning process. Modern audiovisual teaching aids are used to make the learning experience more interesting and enjoyable. Students are also encouraged to present their ideas with the help of ICT.

Values such as honesty, integrity, discipline, punctuality, fairplay, impartiality and constructive acceptance of failure are instilled in them through various curricular, co-curricular and extra-curricular activities. The college endeavours to inculcate proper values in students through various activities aimed at widening their social vision and consciousness.

Finally, regular assessment of the students, helps them identify their strengths and weaknesses, and encourages them to constantly improve themselves in all aspects of college activities. All students are treated equally, and are imbued with a strong value system which helps them develop as honest and able individuals. The college maintains



accountability and transparency in dealing with admission process, examination and other decision-making practices.

1.4.3 Does the institution use the guidelines of statutory bodies (UGC / AICTE / State Council of HE and other bodies) for developing and / or restructuring of the curriculum?

The Institute follows the norms and the guidelines as laid down by UGC while implementing its programmes.

1.4.4 How are the existing courses modified to meet the emerging / changing national and global trends?

The students of the Institute are not only engaged in classroom lectures but are also stimulated to undertake self study through additional project work and seminar presentations; this helps in fostering independent thinking. Internship training during the course of study helps students to understand the needs of the industry and exposes them to practical situations where they can apply their theoretical knowledge. Moreover, the Institute emphasises the importance of computer application and entrepreneurial skills through inclusion of the same in its curriculum. In addition, the Institute also recognises the importance of language proficiency and personality development programmes to enable students to cope and excel in their personal life and chosen profession.

1.5 Best Practices in Curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Over the last five years, J. D. Birla Institute has consistently maintained its status in the field of quality education. In order to sustain these elevated standards, the Institute devised an IQAC to define and monitor



'*thrust areas*' for improvement in conjunction with student and faculty feedback. Thus, a constant cycle of updation ensures that both the theoretical as well as the practical requirements demonstrate relevance within an ability to withstand the demands of the industry.

ICT updation has seen the introduction of specialized software and the faculty too have embraced the use of modernised teaching methods and aids. The students are now required to sit for two class tests as a part of the continuous evaluation system. The examination and evaluation process exhibits complete transparency and the students benefit from the prompt publication of results.

The Institution takes initiatives to ensure that the curricula are meticulously followed by its faculty.

1.5.2 *What best practices in 'Curricular Aspects' have been planned / implemented by the institution?*

- a) **Syllabus:** The syllabus has been designed to contain an optimum quotient of theory and practical studies, while stressing on communication and computer application skills. The Institute's curriculum has been structured holding the views and opinions of all the stakeholders, including academicians, industrialists, experts, alumni, parents and students.
- b) **Faculty:** The Institute guarantees a high standard of education by inducting highly qualified and experienced teachers onto its roster. In addition, the faculty also benefit from participating in various workshops / seminars. Experts in various fields including visiting professors from foreign universities are invited to give lectures on important topics.
- c) **Students:** Students have been effectively participating in workshops, seminars and lectures delivered by various professionals



- d) **Continuous system of internal evaluation:** Two class tests are conducted per semester as a part of internal evaluation with an objective to yield better performances from students by giving them an opportunity to learn from their mistakes and make amends. Examinations are held and results published on time.
- e) **Industrial training and field trips:** These help the students to assimilate knowledge via practical exposure.
- f) **Modern teaching implements and practices:** The Institute advocates the use of modern teaching implements and methods and stresses the use of ICT in teaching-learning.
- g) **Environmental studies:** As per the UGC Directives, the Institute has introduced '*Environmental Studies*' as a compulsory subject in all the undergraduate courses.
- h) **Training in *Soft Skills and Personality Development*:** This training is offered to help the students overcome their fears and inhibitions while expressing themselves within a public forum and to instil confidence in them.
- i) **Entrepreneurial skills:** The Institute also encourages entrepreneurial skills among students through an inbuilt curriculum.



FOR RE-ACCREDITATION

Question 1: *What were the evaluative observations made under 'Curricular Aspects' in the previous assessment report and how have they been acted upon?*

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- Smt. J. D. Birla Institute (old name), as stated in its 'Mission' and 'Objectives', is committed to the cause of academic excellence aimed at advancement into higher education, research and extension activities.
- The Institute is quite alive to the latest trends and needs, both at national as well as at international level in the field of higher education.
- Though affiliated to the Jadavpur University, the Institute enjoys considerable academic freedom in the preparation and review of the syllabi of various programmes offered by the Institute, which subsequently gets approved by the affiliating university.
- The mission and objectives of the Institution have been clearly defined and translated through the design of its curricula. The Department of Home Science has updated its BSc (Hon.) course and has the distinction of introducing specializations (Composite Home Science, Human Development, Food & Nutrition, Family Resource Management, Textiles & Clothing) at the undergraduate level.
- Continuous restructuring and redesigning of the curricula keeping in view the contemporary needs of higher education in the society.
- The Institute reviews the curricula periodically in consultation with academic peers and professional experts in order to keep the curricula at par with national and international standards.
- Having catered to only female students in Home Science and Commerce, the Institution has shown sensitivity to changing educational, market and social demands by incorporating co-educational teaching in the Department of Management.
- Computer training has been introduced in all the degree programmes, to help and further the professional and entrepreneurial skills of the students.
- The Institute has succeeded in adopting the curricula with built-in facets of vocational application.



Question 2: What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to 'Curricular Aspects'?

1. The formation of the IQAC has been the basis of quality sustenance measure. The college, over the last five years, has provided the necessary impetus for effective and purposeful implementation of IQAC.
2. The Institute proposed an expansion of the existing degree programs to accommodate several new courses for the students. In 2006, efforts to introduce **specialization in the final year of the Department of Commerce** were initiated. So far the curriculum has been approved by the Faculty Council of Arts of the affiliating university and the syllabi is being prepared which would be submitted to the university again for consideration. The proposed specializations are '*Accountancy & Finance*', '*Marketing*' and '*Banking & Insurance*'.
3. The Department of Commerce is proposing to start **postgraduate (MCom)** program
4. In the year 2006, the Institute introduced a one year **PG-Diploma in Dietetics and Applied Nutrition**. In 2009, the following four new degree programmes have been added to the list - BSc (Hons.) in Food Science & Nutrition Management, BSc (Hons.) in Textile Science, Clothing & Fashion Studies, BSc (Hons.) in Human Development and BSc (Hons.) in Interior Designing.
5. Some **postgraduate courses** that would be launched in 2009 are MSc in Textiles & Clothing, MSc in Food & Nutrition and PG Diploma in Hospitality Management.
6. The curriculum and syllabus of the existing MSc courses were modified.
7. A proposal for postgraduate programme '**Master in Management Practice**' to provide upward mobility for students graduating in Commerce and Management was not approved by Jadavpur University. Therefore, Masters in Management Administration (MMA) was started under WBUT by the Institute under another trust body (Vidya Mandir Society) run by the college management in 2007.
6. Besides these programs, the college also provides special add-on-courses such as **Training in Soft Skills & Personality Development** in association with an NGO, Supersoft.
7. A certificate course, '**Business English Certificate**', was conducted by British Council for the students of Commerce Department.

The College received the **GURUKUL award, 'College to look out for'** from Lions Club of Calcutta, Mother Teresa Sarani, Kolkata in 2007.



J. D. BIRLA INSTITUTE	
Vision	Objectives
<p>Knowledge Creation and Management</p> <p>Mission To create and maintain an environment wherein the learning process ensures holistic development of its stakeholders.</p>	<p>To acquire knowledge and skills in the pursuit of academic excellence, aimed at advancements into higher education, research and extension activities</p> <p>To educate within a dynamic system structured towards varied professional and vocational applications for career design and development</p> <p>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...</p>

Vision, Mission & Objectives of the Institute



Changed name of the Institute

ADMISSION OPEN
for
B.Com. (Hons.)
Admission forms available at
J.D.Birla Institute,
11, Lower Rawdon Street, Kolkata – 20
from
4th May - 6th June
2009 between
10 am & 12 noon.
Phone : 2475-5070

ADMISSION OPEN
for M. Sc. in
Human Development,
M. Sc. In Resource
Management, M. Sc.
In Composite
Home Science,
PG Dip. in Dietetics &
Applied Nutrition
at
J. D. Birla Institute
For details
Contact # 2475 5070

Admission of various courses being announced in newspapers



New Courses being announced at a Press Conference



GURUKUL award, 'College to look out for' received by the college in 2007



Use of ICT in teaching-learning



Criterion-II

TEACHING - LEARNING AND EVALUATION

2.1 Admission Process and student profile

2.1.1 *How does the institution ensure wide publicity to the admission process? a) Prospectus, b) Institutional Website, c) Advertisement in Regional / National Newspapers, d) Any other (specify)*

The Institute ensures wide publicity to the admission process through the following:

- a) The Prospectus of each department furnishes all information related to the courses offered, teaching and non-teaching staff, administrative process, academic calendar, college infrastructure, rules and regulations including those on ragging and fee details. The college prospectus is distributed along with the admission form and is also available on demand at the college office on payment of a nominal price.
- b) Admission notification is also posted on the college website
- c) Information regarding admission to different academic programmes is published in leading national newspapers, billboards, posters, and brochures / pamphlets. Recently the course was publicized through the medium of talk shows on television & radio.
- d) Any other:
 - The Admission notice and posters containing information on the courses offered are displayed on the college notice board well before the actual admission begins.
 - Counseling regarding the courses is organized in different schools to promote and publicise the courses.
 - Word-of-mouth publicity is transmitted by students and alumni.



2.1.2 *How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level a) General, b) Professional, c) Vocational*

a) General

The Institution follows a transparent and fair admission process. 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 of students into different academic programmes is done through a sequential process as detailed below.

DEPARTMENT OF HOME SCIENCE - UNDERGRADUATE DEGREE PROGRAMME (BSc)

1. Receiving application for admission on a prescribed form.
2. Short listing candidates on the basis of eligibility and academic merit.
3. Interviewing on a one-to-one basis
4. Finalization of the list on the basis of performance in the last qualifying examination and interview conducted.

Cut-off percentage: 50% marks in the aggregate at the 10+2 examination of any Board / Council recognized by Jadavpur University.

DEPARTMENT OF HOME SCIENCE - POSTGRADUATE PROGRAMME (MSc)

1. Receiving application for admission on a prescribed form.
2. Short listing candidates on the basis of eligibility and academic merit.
3. Conducting special entrance test and / or interviewing of candidate.
4. Finalization of the list on the basis of performance in the last qualifying examination, results of the entrance test (if conducted) and interview conducted.



A candidate who has appeared in the examination at the undergraduate level may also apply in anticipation of the results, provided she / he produces her / his internal assessment showing the overall average marks obtained. The admission however is on a provisional basis subject to satisfaction of the admission criteria. There is a provision for a wait list.

Cut-off percentage: 50% marks as aggregate in BSc (Hons.) - Home Science from any recognized University.

DEPARTMENT OF COMMERCE (B.COM)

1. Receiving application for admission on a prescribed form.
2. Short listing candidates on the basis of eligibility and academic merit.
3. Interviewing on a one-to-one basis; written entrance test would be introduced from 2009-2010.
4. Finalization of the list on the basis of performance in the last qualifying examination and interview conducted.

Cut-off percentage: 55% marks in the aggregate at the 10+2 examination of any Board / Council recognized by Jadavpur University.

b) Professional Courses

DEPARTMENT OF MANAGEMENT (BBA)

1. Candidates are short listed on the basis of eligibility (scrutinizing the academic records).
2. These candidates are then required to appear for written entrance examination, followed by group discussion, knowledge interview and personal interviews which are conducted by a selection committee.
3. The final selection is done by taking the candidate's performance in all of these, taken in totality.



Cut-off percentage: 50% marks in the aggregate at the 10+2 examination of any Board / Council recognized by Jadavpur University.

POSTGRADUATE DIPLOMA IN DIETETICS & APPLIED NUTRITION

Candidates are short listed on the basis of merit. The short listed candidates have to appear for a personal interview.

Cut-off percentage: 55% marks as aggregate at the Bachelor's in Dietetics or Food Science & Nutrition or Food Microbiology or Biochemistry or Life Science from any recognized University.

c) Vocational Courses

CERTIFICATE COURSE IN MONTESSORI TRAINING / CERTIFICATE COURSE IN HOME SCIENCE

Direct Admission

Cut-off percentage: Class X passed

2.1.3 How does the institution ensure transparency in the Admission process?

The Institute ensures transparency in its admission process through display of all important information regarding the admission process including the criteria and the process of selection, last date of submitting application, date of entrance test, date of publication of list of selected candidates, amount and procedure for depositing the fee, wait list, if any through the notice board.

Transparency in the policies of the Institute is also ensured through an exhaustive prospectus and college website.

Candidates are selected solely on merit. Thus, the possibility of any bias is eliminated.

2.1.4 How do you promote access to ensure equity? a) Students from disadvantaged community, b) Women, c) Differently-abled, d)



Economically-weaker sections, e) Sports personnel, f) Any other (specify)

- a) **Students from disadvantaged community:** The Institution follows the government directive for reservation of seats for socially backward and the weaker sections of society. In the event of lack of candidates from the said category however, seats are filled-up with general candidates.
- b) **Women:** Two departments of the Institute are run solely for women where girls from diverse communities are admitted to the Institution.
- c) **Differently-abled:** Students with physical disabilities are given assistance through the services of a manned elevator, a ramp at the college entrance and a wheel chair. Students with impaired vision are given extra time during examinations.
- d) **Economically-weaker sections:** The Institute's policy of disbursing freeships is followed to promote access to equity.
- e) **Sports Personnel:** None
- f) **Any other (specify):** None

2.2 Catering to diverse needs

2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

The students' knowledge and skills are assessed by the faculty during the counselling session and the personal interview conducted at the initial stages in the admission process. The faculty identifies the weak areas of a student and recommends bridge / remedial courses in relevant subjects in order to help them overcome this disadvantage.

- The **Department of Home Science** currently offers bridge courses in *Physics, Chemistry and Physiology* to help students from a non-



science background (at the 10+2 level) understand the basic concepts of basic sciences and to bring them at par with the rest of the students from a science background. Remedial course in *English* is also offered to students to facilitate their ability to communicate and improve their comprehension and presentation skills. Both these special courses are offered for two classes of 45 minutes duration per week, spread over an entire semester.

- The **Department of Commerce** additionally offers special assistance in *Accountancy* and / or *Mathematics* to students.
- At the **Department of Management**, students can ask faculty members for help in their area of weakness before the commencement of the course. In addition to special coaching, students are provided with assistance through - Daily Contact Programmes - which may take on an individual consultation format, leading to regular counselling. This also ensures timely and clearer conceptualization and provides the student with an opportunity for clarification of doubts.

2.2.2 *How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners.*

Assessment of student's knowledge and skills for a particular programme in all the three departments begins immediately after admission. Assessment of knowledge in theoretical class room lectures is done through interactive sessions (group discussions and question-and-answer sessions) and written reports which students maybe required to submit after the end of a few lectures. In the practical classes, assessment of students is done through observation of their dexterity in handling equipments, systematic approach towards implementation and execution of experiments, neatness and precision, work efficiency and quality of work product.



Educationally disadvantaged students and advanced learners are also distinguished on the basis of their performance in internal and end-semester examination. Individual difference among students is further identified on the basis of active / passive participation and involvement in co-curricular and extra-curricular activities.

• **Specific Strategies for Advanced Learners**

Special provisions are made to inspire the advanced learners to realize their potentials. A chartered course with defined zone of no ignorance is worked out for them through the following provisions:

- a) Fostering their belief in freedom of thought and expression.
- b) Healthy and optimized classroom recognition of their special traits through verbal appreciation.
- c) Acknowledgement and application of their original and novel ideas
- d) Suggesting, encouraging and exposing them to high order references and information sources for constant upgradation of the intellect.
- e) Recommending stimulating, dynamic and exacting topics to them for seminars, projects, term papers, TSB and dissertation.
- f) Guiding and mentoring them into taking up challenging internship placements for maximization of potential and generating confidence for the future.
- g) Channelising their extra energies into participation and organization of events such as quizzes, debates, seminars, etc., thus projecting them as 'team leaders' and facilitators.

• **Strategies for Slow Learners**

Class discussions and interactions help in identification of slow learners who are thus provided with tutorials and sessional briefing, remedial courses, etc. They are given personal as well as academic counselling. One-to-one teacher-student interaction helps clarify the student's concepts. Difficult concepts are revisited and reiterated during classroom interactions to ensure that no students are left behind. Trial tests and



mock examination are specially administered for slow learners to monitor their progress.

2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.

In the **Departments of Home Science and Commerce**, remedial and bridge courses are held for weaker students to enable them to cope with the requirements of the course. Further, they are also provided with individual consultation time with full-time faculty members for clarification of their doubts. Also after completion of the syllabus, special tutorial classes are held to solve the specific difficulties of each student.

In the **Department of Management**, Tutorial & Sessional Briefing (TSB) classes are conducted.

2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.

Mentoring of students in the Institute is carried out at every stage of their interaction with faculty members. Teachers counsel the students in an informal environment, guide them regarding progression to higher studies and choice of career, keeping in view their interest and potential. They also act as mentors while coordinating their projects, term papers and dissertations.

The Principal / Director also take personal interest in the well being of each student.

2.2.5 How does the institution cater to the needs of differently-abled students?

The Institute takes care of differently-abled students whenever the need arises; refer to 2.1.4 for details.



2.3 Teaching -Learning Process

2.3.1 *How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)*

The Institution prepares a blue-print of the teaching-learning schedule which is monitored efficiently at every stage to ensure systematic and effective output.

- **Academic Calendar:** Before the commencement of each academic session, the Principal / Director prepares an academic calendar covering one entire academic session, (comprising of two semesters), taking the UGC guidelines into consideration. Prior to this, the total number of teaching days (at least 180 in each academic year), schedule for internal class tests and end-semester university examination (spanning over a maximum of 10 weeks in an academic session), list of public holidays (at least 14 days), duration of vacations (a maximum of 10 weeks in an academic session), events (co-curricular and extra-curricular activities) that would be organized by the Institute are identified. The same is discussed in the General Staff and Student's Council meetings and all relevant suggestions incorporated. It is then proposed to the Academic Council / B.O.S and Staff Executive Committee of the Institute for approval. After being approved by these two bodies the almanac is finally published in the prospectus.
- **Teaching Plan:** The Principal / Director 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.

In the Departments of Home Science and Commerce, the adopted nomenclature of a 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*'. At the



beginning of each semester, the faculty prepares the lecture plan for each subject to be taught by her based on the details of the syllabus, need of the student and the academic calendar for that session

At the Department of Management, a formal and detailed lecture plan for every subject complete with the set of questions arising from every lecture is prepared at the beginning of each semester. These plans are kept at the learning resource centre for students' reference. Proper execution of these plans is monitored through regular MIS reports that are submitted to the Director.

- Evaluation:** The academic calendar gives the schedule of the examinations. As per the norms of the university, two tests as continuous internal evaluation are conducted in every semester at the end of 7th and 12th week respectively in all the three departments. This is followed by the end-semester university examination which is scheduled at the end of the 15th week in each semester. The evaluation blue-print followed by the Institute has been summarized in the following table:

Particulars	Internal Evaluation	End-semester University Examination
No. of Exams	2 per semester	1 per semester
Percentage of Marks	Department of Home Science-Undergraduate courses	
	For Theory papers: 30% (20% for continuous evaluation through class test and 10% for class attendance)	For Theory papers: 70%
	For Practical papers: 40%	For Practical papers: 60%
	Department of Home Science-Postgraduate courses	
	For Theory papers: 30%	For Theory papers: 70%
	For Practical papers: 30%	For Practical papers: 70%
	Department of Commerce	
	For Theory papers: 40%	For Theory papers: 60%
	Department of Management	
	For Theory papers: 30% (25% for continuous	For Theory papers: 70%



	evaluation through class test and 5% for class attendance)	
Time Allotted	For 20 marks paper: 1 hr	For 100 marks paper: 3 hrs
	For 10 marks paper: 1 hr	For 50 marks paper: 2 hrs
<i>Percentages indicate the weightage allotted to the internal and external evaluation</i>		

The records of class tests are systematically maintained by the Institute. The university also gives a grade card along with the SGPA at the end of each semester to each student. In addition to the SGPA, the university grade card of the final semester also carries the CGPA.

2.3.2 *What are the various teaching-learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.*

The various teaching-learning methods used by the teachers are as follows:

- **Lecture method of teaching-learning:** This is the most commonly used method in all the Departments of the Institute. Lectures are well organized and presented clearly and enthusiastically by the faculty members. The quality and quantum of the lecture depend upon the topics being dealt with. The faculty members regularly update themselves to the latest information available on a subject.
- **Interactive method of teaching-learning:** Interaction between teachers and students in the form of question and answer sessions, quizzes, etc during or at the end of each class stimulates reflected learning and exchange of thoughts and ideas. Additionally, class interactions through group discussions are encouraged to provide the students a platform to express & challenge established views and come up with contemporary and unique ideas.



- **Project based teaching-learning:** Students are required to work individually on projects, under guidance from the faculty. This promotes and encourages independent thinking and instills self-sufficiency and confidence in students.
- **Computer-assisted learning:** Faculty members are encouraged to deliver lectures with the help of modern teaching aids and ICT. These aids also act as physical endorsements increasing the credibility of the concept being taught.
- **Experiential learning:** The Institute organizes lectures and seminars where experts in relevant fields of study are invited. This provides practical perspectives and widens the students' horizons of thought.
- **Internship / vocational training:** Final year students of the Institute are sent to various organizations for practical and industrial training. This enhances their skills and knowledge, provides powerful insights into practical application and prepares them for their future professions.
- **Field visits and educational excursions** are organized for students to expand their knowledge with regard to practical aspects of a subject.

2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

In order to make learning 'student centric', the curriculum of all the courses offered by the Institute is designed according to the requirements of the students with an objective to 'learning by doing'. Teachers make sincere efforts to present the prescribed curricula in ways that suit the average aptitude of each batch of students. While introducing each new topic, teaching proceeds at a slow pace so as to provide time for repetition in order to enable better comprehension by the students. Lectures conducted by faculty members are always interactive so as to



encourage participation of students, thereby making teaching-learning student centric.

- **Acquisition of Life Skills:** The Institute believes that critical thinking approaches encompassing personal value systems, correct perspectives of life, attitudes of resilience and acceptance constitute life skills. Consequently, co-curricular and extra-curricular activities at the Institute help in individual growth and development and build self confidence and self esteem in the students. These also enhance communicative, managerial, team building and social skills.
- **Acquisition of Knowledge Management Skills:** Students develop knowledge management skills through:
 - a) ICT enabled teaching-learning at all levels.
 - b) participatory and self learning via presentation of seminars and *undertaking* of assignments / projects.
 - c) team building and experiential learning gained during educational excursions.
 - d) Internship / industrial training that facilitates knowledge and skill enhancement.
- **Acquisition of Life Long Learning:** It is believed that for life long learning a proper relationship between experience, work and other activities should be established. This is achieved through:
 - a) Training in *Soft Skills and Personality Development*.
 - b) Seminars, conferences, workshops & guest lectures on important topics not covered in the curricula.

The following **seminars** have been organized during the last few years:

- i) National seminar on '*Implementation of total quality management in higher education*', (2005).
- ii) A UGC-sponsored national seminar on '*Necessity & scope of collaborative research in the field of higher education*', (2007).



- iii) A UGC-sponsored national seminar on '*The necessity & scope of industry institute linkage in the field of commerce education*', (2007).
- iv) Seminar on '*Emerging issues to empower women*', (2007).
- v) Panel discussion on '*Women in public*', (2007).
- vi) Seminar on '*Analyzing the budget-2008*', (2008).
- vii) Seminar on '*Environmental issues: achieving a sustainable future*', (2008),
- viii) Seminar on '*Plastic in aid of growth & environment*', (2008).
- ix) Seminar on '*Be money smart & financially secure*', (2009).

The following lectures by eminent faculties from India and abroad have been organized during the last few years:

- i) '*Acupressure*' by **Dr. Mita Ganatara**, (2004).
- ii) '*Solid Waste Management and Vermicomposting*' by **Dr. A Mishra**, Scientist, ZSI, India, (2006).
- iii) '*Orientation Programme for Entrepreneurship Development*' by **Prof. Raman Gujral**, Director, SIRT Group of Institutions, Bhopal, Former faculty, EDI, Ahmedabad, (2007).
- iv) '*Stock market: a bird's eye view with special emphasis on mutual funds*' **Mr. Sumit Roy**, (2008).
- v) '*Right to Information Act*' by **Mr. Nandan Ray**, Secretary, West Bengal Information Commission, (2008).
- vi) '*Holistic Approach to Environmental Issues*' by **Prof. Anando Dev Mukherjee**, Emeritus Professor & Director of School of Oceanographic Studies, Jadavpur University, (2008).
- vii) '*E-Waste*' by **Dr. Dipankar Dey**, Associate Dean, ICFAI & a member of the Advisory Group formed during the Johannesburg Earth Summit 2002, (2008).



- viii) *'Total Financial Security through the Magic of Small Savings'* by **Mr. Pradip Chopra**, Social forecaster, observer, analyst and Director on the Board of PS Group, India, (2008).
- ix) *'Managerial Challenge in the Global Supply Chain and Critical Skills for Graduating MBA's'* by **Prof. Sengupta**, Associate Professor at Hofstra University, New York, USA, (2009).
- x) *'Women's Health - Young Adults'* by **Dr. Sheela Purakayastha**, a Consultant Gynecologist from Cromwell Hospital, Chelsea and Westminster Hospital, London, UK, (2009).
- xi) *'Sexually Transmitted Diseases'* by **Dr. Arnab Basak**, a consultant in Obstetrics and Gynecology with Apollo Gleneagles Hospital, India, (2009).
- xii) *'Skin Care'* by **Dr. Umesh Vohra**, Consultant Dermatologist, **Kothari Medical Centre**, Kolkata, (2009).
- xiii) *'Talent Acquisition and Retention'* by **Mrs. Shukti Mazumdar**, Certified Senior Professional in Human Resources (HRCI-V_{II}), **New York, USA**, (2009).
- xiv) *'Information Technology-Online Business & Risk Management'* by **Prof. Dipankar Dasgupta**, Director, Center for Information Assurance & Intelligent security System Research Lab (ISSRL) & Professor of Computer Science, **Dunavat, University of Memphis, USA**, (2009).
- xv) *'Branding'* by **Dr. Dipayan Biswas**, Assistant Professor Bentley University, Massachusetts, US, (2009).
- c) Events like *Caritas - An Endeavour to help the underprivileged, Corporate Management Quiz, Green Biz Quiz* and the *L. N. Birla Debate* are organized by students thereby strengthening their managerial skills. Managerial and organizational skills are also



promoted through 'Residential Management Training' that is undertaken by the final year students of the Resource Management section, Department of Home Science.

- d) Social and community service undertaken by the students helps to nurture them as responsible citizens.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL, Internet and other information /materials)

The Institute ensures effective learning experiences for the students by providing them with modern multimedia teaching aids like OHP, LCD projectors and computer based packages and encouraging them to use these aids for their presentations. The Institute has included a compulsory paper on IT / computer training in all undergraduate courses as basic computer literacy is essential in today's world. Further, an internet zone with uninterrupted internet connectivity has been added to both the libraries with access to on-line journals and research portals for the students.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

To address the need for widening of perspectives in various subjects and keep pace with recent developments:

- a) Students and faculty members have access to a well-stocked and regularly updated open access library within the college premises. They also frequently visit libraries of other research / educational institutes. In addition, faculty members also avail the institutional membership of British Council Library and library at the American Centre.



- b) They have access to computers for gathering information through internet, journals and other latest publications. The Department of Management subscribes to *Cygnus MBA Knowledge Portal-Platinum* which provides users access to its exclusive knowledge portal.
- c) Students and faculty attend seminars, conferences, workshops in their related field of study.
- d) They attend special lectures by experts to equip themselves with latest information.
- e) Students and faculty maintain regular industry-institute interface through field visits and internships.
- f) Students present seminars on current issues and affairs, using the latest information
- g) Faculty members carry out research and attend orientation and refresher courses. They communicate the knowledge thus acquired to their students.

2.3.6 *Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?*

The main campus of the Institute houses a large library which has demarcated shelves for various departments. The satellite campus, (which houses the Department of Management), has its own Learning Resource Centre. Some of the sections in the Department of Home Science also have seminar libraries. *Refer to 4.1.1 for other details.*

2.3.7 *Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?*

The Departments of Home science and Commerce have the system of evaluation of teachers by the students since 2003. The students' feedback is collected at the end of each semester through a structured



questionnaire and statistically analyzed by an external agency. The Principal shares the findings on a one-to-one basis with each faculty member highlighting their strengths and weaknesses. Teachers benefit from the assessment as they use the feedback to rectify their shortcomings and build upon their strengths.

2.4 Teacher Quality

2.4.1 *How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?*

The members of the faculty are recruited through advertisements released in leading newspaper/s followed by interviews conducted by a duly constituted Selection Committee, comprising of the Chief Administrator of the Institute, the Principal / Director, the Head of the concerned Department, and two subject experts from outside the college. The final selection is done through the recommendations made by this committee, though with the approval of the Governing Body of the college. Recruitment of part-time faculty is done singly by the Principal / Director.

The college has the required number of qualified and competent teachers, but because of the multifaceted nature of the course, occasionally (as per the semester requirements), faculty members maybe commissioned on a contractual or part-time basis.

Department	Sanctioned Teaching Post	Present Teacher Strength		
		Full-Time	Contractual	Part-time / Guest
Home Science	18	15	5	*
Commerce	11	6	5	
Management	6	3	6	

** Variable as per each semester requirement*



2.4.2 *How does the college appoint additional faculty to teach new programmes/ modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?*

The college appoints additional faculty through advertisements in newspapers or through personal contacts. Final selection of the candidate is done by the selection committee after scrutinizing the academic records and interviewing the candidate.

In the Department of Commerce, two IT faculty members have been recruited in the last three years. The Department of Management has recruited two IT faculty members in the last three years. Services of a part-time faculty member have been hired as per the semester requirements in the Department of Home Science. No appointments have been made for Biotechnology and Bioinformatics in the Institute.

2.4.3 *What efforts are made by the management for professional development of the faculty? (E.g. research grant, study leave, deputation to national / international conferences / seminars, training programmes, organizing national / international conferences, etc.) How many faculties have availed these facilities during the last five years?*

The Management actively promotes professional development of the faculty by:

- a) supporting and encouraging their participation in orientation & refresher courses, seminars, symposiums, conferences, workshops, training programmes, faculty development programmes and workshops either as delegates or as resource persons by granting duty leave and reimbursing registration and other related expenses.
- b) organizing city and national level seminars and conducting workshop / training sessions.
- c) providing seed money of upto 5000/- to initiate a research project



- d) encouraging them to submit research project proposals to UGC

MEMBERS WHO HAVE AVAILED THESE FACILITIES DURING THE LAST 5 YEARS						
Particulars	04-05	05-06	06-07	07-08	08-09	TOTAL
Refresher Course	--	5	--	--	1	6 (6)
Orientation	3	--	2	--	2	7 (7)
National Conferences	2	9	2	9	1	23 (17)
International Conferences	--	1	1	3	--	5 (3)
Seminars	21	12	30	26	27	116 (47)
Training programmes	1	3	4	1	6	15 (13)
Workshop	1	5	10	26	27	69 (42)
Faculty Development Programme	--	--	--	6	2	8 (8)

*Note: each session is from July to June
 Figures in the parenthesis indicate the number of faculty members who have benefited from such participation; this figure avoids the overlap of the same faculty member*

2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?

Four members of the faculty have been awarded PhD and three faculty members have been awarded MPhil during the last five years. Apart from this various recognitions received by the faculty is tabulated below:

• **July 2004 to June 2005**

- Prof. (Dr.) Suman K. Mukerjee, Director, JDBI – Appointed as *Visiting Professor* by Newcastle Business School, Northumbria University, UK
- Dr. (Ms.) Deepali Singhee Principal, JDBI - ‘*Best Overall Performance*’ and ‘*Outstanding Achievements in the Field of Education / Publication of Papers in Reputed Journals*’ awarded by J. D. Birla Institute

• **July 2005 to June 2006**

- Mrs. Gargi Mitra, Lecturer in Economics, Department of Commerce - ‘*Best Overall Performance*’ awarded by J. D. Birla Institute



II: Teaching-Learning & Evaluation

- b) Dr. (Ms.) Deepali Singhee Principal, JDBI - '*Outstanding Achievements in the Field of Education / Publication of Papers in Reputed Journals*' awarded by J. D. Birla Institute
- c) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - '*Convener, West Bengal: Education Summit*' appointed by Education Sub-committee of Bengal Chamber of Commerce and Industry.
- d) Mrs. Komal Sharma, Sr Lecturer (sel gr) in Resource Management Section, Department of Home Science - *Member of Syllabus Committee, West Bengal State Council of Vocational Education and Training*
- **July 2006 to June 2007**
 - a) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - '*Rashtriya Vidya Saraswati Puraskar*' awarded by Indian Solidarity Council, in Association with IIEM (International Institute of Education and Management) and IBC (Indian Business Council); '*Eminent Citizen of India Award*' by International Institute of Education and Management; '*Indira Gandhi Sadbhavna Award*' awarded by National Integration & Economic Council and Member, National SME CII Committee, CII
 - b) Mrs. Amita Dutta, Sr. Lecturer in Art, Department of Home Science - '*Best Overall Performance*' awarded by J. D. Birla Institute
 - c) Dr. (Ms.) Banani De, Lecturer in Chemistry, Department of Home Science - '*Best Research Poster*' awarded at the International Conference on 'Structure and Dynamics: from Micro to Macro' organized by University of Kolkata
- **July 2007 to June 2008**
 - a) Mrs. Punam Mehra, Lecturer in Human Development, Department of Home Science - '*Best Overall Performance*' awarded by J. D. Birla Institute
 - b) Mrs. Lilu Mancha, Sr. Lecturer (sel gr) in Food & Nutrition, Department of Home Science - '*Significant Contribution towards the Development of the Institute*' awarded by J. D. Birla Institute



- c) Mrs. Smita Parekh, Lecturer in Home Science, Department of Home Science - *'Best Research Poster'* awarded at the 27th Biennial Conference of the Home Science Association of India held at Jabalpur
- d) Ms. Indrani Biswas, Lecturer in Food & Nutrition, Department of Home Science - *'Best Research Poster'* awarded at the 27th Biennial Conference of the Home Science Association of India held at Jabalpur
- e) Ms. Simantini Mukhopadhyay, Lecturer in Economics, Department of Home Science - *Panchanan Chakraborty Scholarship* by Institute of Development Studies
- **July 2008 to June 2009**
 - a) Dr. (Ms.) Krishnakali Bhattacharya, Sr. Lecturer in Psychology, Department of Home Science - *'Best Overall Performance'* awarded by J. D. Birla Institute
 - b) Mr. Tapobrata Ray, Lecturer in HR, Department of Management - *'Best Overall Performance'* awarded by J. D. Birla Institute
 - c) Ms. Rachana Kejriwal, Lecturer in Commerce, Department of Commerce - *'Best Overall Performance'* awarded by J. D. Birla Institute
 - d) Dr. (Ms.) Banani De, Lecturer in Chemistry, Department of Home Science - *'Outstanding Achievements in the Field of Education / Publication of Papers in Reputed Journals'* awarded by J. D. Birla Institute
 - e) Mrs. Amita Dutta, Sr. Lecturer in Art, Department of Home Science - *'Significant Contribution towards the Development of the Institute'* awarded by J. D. Birla Institute
 - f) Mrs. Komal Sharma, Sr. Lecturer (sel gr) in Resource Management, Department of Home Science - *'Outstanding Faculty in the Field of Interior Design'* awarded by Association of Builders, Interior Designers and Developers
 - g) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - Member, National Selection Committee, Fullbright Scholarships (all regions)
 - h) Dr. (Ms.) Deepali Singhee Principal, JDBI - GURUKUL award for *Best Principal* (College category) awarded by Lions Club, Mother Teresa Sarani, Kolkata



2.4.5 How often does the institution organize training programmes for the faculty in the use of a) Computers, b) Internet, c) Audio Visual Aids, d) Computer- Aided Packages e) Material development for CAL, multi-media etc?

In the year 2004, a course on fundamentals of computers was organized by the Institute for faculty members in association with DOEACC centre. Therefore majority of the faculty members are acquainted with the use of computers and the internet. Audio-visual aids are regularly used by them to facilitate the teaching-learning process. Specific training courses such as use of multimedia in preparation of teaching aids are being planned for the future.

2.5 Evaluation Process and Reforms

2.5.1 How are the evaluation methods communicated to the students and other institutional members?

- a) Details of examination schedule and evaluation procedures are indicated in the prospectus which is given to all students along with the application forms. Other members of the Institution also have access to this.
- b) Further, a brief summary of the basic evaluation methods is given to the students by the interviewing faculty at the time of admission.
- c) Students are given a special orientation lecture by the Principal in the presence of faculty members within the first week of commencement of classes. New students are given considerable details about the examination rules, norms, procedures and schedules for each programme of study.
- d) The Home Science students are oriented regarding the course content and requirements of each specialization before they opt for their stream of choice in the final year.



- e) Communication of all information is essentially an ongoing process and all relevant informations are also endorsed in the classrooms by the teachers. Doubts are addressed and specific detailing of evaluation methods for the particular subject is provided.
- f) Important circulars and notices are also sent to classes as and when the need arises.
- g) The Institute's website has all relevant details of rules and regulations of the University and the Institute regarding examinations which is easily accessible by all.

2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?

With a focus on all round development of its student, the Institute monitors their progress constantly through the observation of students' participation, responses and actions, along with their general behavior patterns.

Regular assessment of each student is done by each subject teacher through:

- a) interactive group discussions and question-and-answer sessions (primarily during theoretical lectures), which reveal the student's knowledge base, conceptualization and quest for knowledge.
- b) their performance in hands-on situations (primarily in practical classes), which reveals significant information about their ability for detailing, perfection / excellence drives and innovative qualities, along with general skills base and application of skills.
- c) projects / presentation of seminars / term paper assignments that help to monitor their conceptualization of subject matter, communication and presentation skills as well as their interpersonal behavior and attitudes towards teamwork.
- d) Internal class tests that are held periodically. Evaluated answer scripts of internal examination are circulated among students within

15 days of the test. This promotes transparency in evaluation and enables students to know their mistakes and improve their future performance.

At the end of the semester, a report card is generated and sent to the parents; in the Department of Management however the marks are walled up on the notice board.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

Grievances regarding evaluation are redressed effectively either directly by the teacher concerned, failing which they are referred to the sectional in-charge (Departments of Home Science & Commerce) semester coordinator (Department of Management). Disputes are resolved through the intervention of the Principal / Director when necessary. Other mechanisms include the following:

- a) In case of internal examinations students are shown the examined answer scripts after evaluation. Individual grievances related to examinations are addressed immediately and rectification is effected if a discrepancy is reported.
- b) In case of dissatisfaction, teachers also individually explain the reasons for lower scores to the students.
- c) There is provision of reassessment of answer scripts in the examination rules of the University. Any evaluative dissatisfaction related to the university examination is communicated by the Institute to the University within 15 days of the publication of results. The University then takes measures to review the concerned paper/s and address the student's complaint.

2.5.4 What are the major evaluation reforms initiated by the institution / affiliating University? How does the Institution ensure effective implementation of these reforms?



The Institute has implemented the following reforms in the evaluation system of the Home Science and Commerce Departments that have been approved by the affiliating University:

- **Department of Home Science**
 - a) The Home Science course which was earlier based on an 'annual pattern' of assessment has now been changed to a six-semester assessment pattern.
 - b) Two class tests are conducted in each semester as continuous internal evaluation.
 - c) Students are allotted marks for their attendance as a component of their internal assessment.
 - d) Pass percentage in each subject has been raised from 36% to 40%.
 - e) Provision has been made to allow the students to clear back-papers through a special system of supplementary examinations. However, students having more than 4 back papers are not promoted to the next class.

- **Department of Commerce**

No reforms or changes have been implemented during the last few years.

- **Department of Management**

A system of five internal tests in each subject was implemented in the Department of Management from session 2004-2005 before TSBs were introduced in 2005.

Best Practices in Teaching - Learning Process

2.6.1 *Detail any significant innovations in teaching / learning / evaluation introduced by the institution?*

Some significant innovations in teaching / learning / evaluation that have been introduced by the Institution include:

- **Admission:** Complete transparency and fairness is maintained in the admission procedure of each department. Each eligible applicant is thoroughly evaluated before the admission process is completed.



Equal opportunities are given to all and there is no distinction on the basis of caste, creed and/or religion. Admission to any course in the college is purely on the basis of merit, which is judged on the basis of the past academic records, personal interview and entrance tests.

- **Catering to Diverse Needs:** Remedial and bridge courses are conducted for weak students / slow learners. Students with special needs are given special attention.
- **Teaching-Learning**
 - a) Computer aided lectures are delivered. Students are also encouraged to use ICT in all presentations.
 - b) *New teaching aids* have been purchased in the form of audio-visual and electronic resource materials, specimens, models, charts, posters, etc. to make teaching-learning more effective and enjoyable.
 - c) TSBs form an integral part of the pedagogy at the Department of Management.
 - d) To bring about all round and holistic development of each student a number of co-curricular and extra curricular activities are organized regularly in the form of workshops, seminars, lectures, sports, talent show, etc.
 - e) Relevant training on '*Soft Skills and Personality Development*' is offered. *Environmental Studies* has been included as a subject in all the courses to bring about awareness of current environmental issues.
 - f) Internship, field visits and educational excursions are regularly conducted to facilitate industry-institute interface and provide additional training for the students.
 - g) Students are given an opportunity to publish articles through the college magazine thereby providing an outlet for their creativity.
 - h) A just and systematic evaluation system is followed involving meticulous and detailed correction of answer scripts with relevant



remarks for remediation (comments). The student's grievances are redressed at the earliest.

- i) Continuous improvement in library services has also been undertaken. Extension through inclusion of a separate research journal section, well-equipped internet zone and processing room, addition of more books (including fiction), increase in the storage space and seating capacity, creation of an audio-visual resource section, provision for placing orders for books by all stakeholders, are some of the special features that have been added.

- **Teacher Quality**

- a) The Institute has inducted qualified teachers, not only with respect to academics but also to their enthusiastic capability to stimulate and act as effective mentors and facilitators.
- b) The Institute has added to teacher quality by inviting guest lecturers and industry experts from time to time.
- c) Participation of the students in the selection of new faculty members and appraisal of the existing ones has helped in maintaining a high standard of teaching.

- **Students' Feedback:** A formal method of obtaining students' feedback on teachers has been initiated.



FOR RE-ACCREDITATION

Question 1: What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- The Institute follows a transparent admission policy, and admissions are based on the past academic records, personal interviews and special entrance test.
- The *academic calendar* and the prospectus are prepared in advance and communicated to the students in the beginning of the year.
- The teachers prepare teaching plans and execute them. Lecture schedules for the entire syllabi are prepared and made available to the students.
- The customary lecture method of teaching is supplemented by other interactive method of learning like group discussions laboratory demonstrations, field visits, industry interactions and lectures by experts. Visual aids like charts, posters, specimens and models are prepared and effectively used for dissemination of knowledge - both theoretical and practical. Project works, seminars and quizzes are a regular feature and essential components of all the programmes.
- Smooth functioning of the tutor-ward system and counseling system that facilitate mentoring of the students both at academic and personal levels.
- Holding tutorials, class tests and conducting remedial classes are part of regular teaching method.
- The Institute works for 290 days in a year out of which about 180 are teaching days.
- Being a self-financed Institute sponsored and managed by Sukriti Education Society, the Institute takes care in recruiting qualified teachers as per the requirements.
- Teachers are deputed regularly to attend refresher courses and orientation programmes for their academic development.
- The formal and informal meetings between the Principal, teachers and students provide a scope for close monitoring of the teaching-learning process.
- Teachers are available for both academic and personal counseling of students.
- The Institute has a success rate of more than 95 per cent, which is noteworthy.

RECOMMENDATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

The following areas of concern were suggested for growth and development:

- The number of teaching days in the Department of Home Science must be increased.



Teaching days have increased from 139 days to more than 180 days in a year.

- **There is no formal mechanism for collecting continuous feedback from the student.**

A formal method of obtaining students' feedback on teachers has been initiated. The feedback is collected and assessed in total confidence by an external agency at the end of every semester.

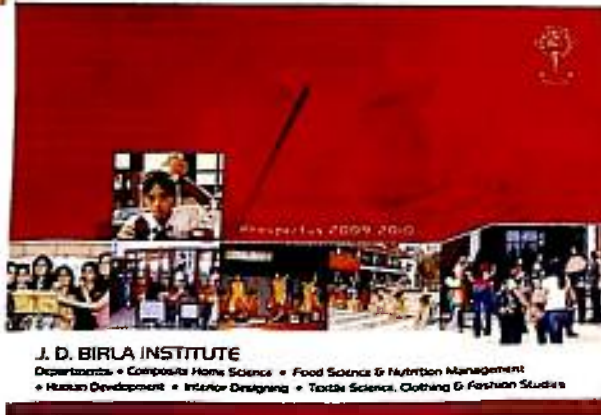
Question 2: What are the other quality sustenance and enhancement measures undertaken by the Institution since the previous Assessment and Accreditation with regard to Teaching-Learning and Evaluation?

The other quality sustenance and enhancement measures undertaken by the Institution since the previous assessment and accreditation with regard to teaching-learning and evaluation are:

1. Publishing of a **comprehensive prospectus** for each Department which serves the dual purpose of a college handbook.
2. Promotion of **ICT enabled teaching**.
3. **Bridge courses** have been made mandatory for students weak in Mathematics, Physics, Chemistry, English and Accountancy.
4. Addition of **another computer laboratory** and **internet zone** in the library.
5. Addition or extension of a separate **Research Journal Section** in the library and creation of an **audio-visual library**.
6. A more conducive teaching-learning environment is now available at the Institute in the form of **airy, well lit, spacious and air-conditioned class rooms** with white board, OHP, LCD-projector and new furniture.
7. More **number of full-time qualified faculty members** has been recruited and are paid UGC scales.
8. Individual **work-stations** equipped with personal computers, internet connectivity and printing facilities have been provided to each full-time faculty member
9. More **guest lectures** in the related area of specialization by eminent faculty members / specialists have been organized regularly.
10. Promoting **self study skills through presentations of seminars** by each student.
11. College has appointed a **trained psychological counsellor**.
12. **Computer generated report cards** are distributed instead of hand-written report cards and proper computerized database of students is maintained.
13. **Timely and prompt review of answer scripts**.



II: Teaching-Learning & Evaluation



Annually published prospectus



Faculty member receiving an award from ABIDS



Interactive method of teaching-learning during practical class in a laboratory



Experiential learning during educational excursions (students at a village near Lucknow)



Add-on course: Training in *Soft Skills & Personality Development* by Supersoft



Lecture method of teaching-learning



Criterion-III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 *Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.*

There is a Research Committee that takes initiative to encourage faculty members and students to undertake research in various fields.

- **Activities of the Committee**

a) **MSc Dissertations:** The committee monitors selection of research topics for dissertation and allotment of guides for MSc (Part-II) students. Members of this committee evaluate the completed dissertation. External examiners are selected by the committee.

The committee has also prepared a detailed guideline regarding writing of dissertations. The same is distributed among the students and supervisors prior to the commencement of the research work to ensure proper and systematic compilation of the thesis. Transparency in internal evaluation is ensured by 'group' evaluation by the committee members instead of 'individual' evaluation by the supervisor.

b) **Research Projects:** The committee also scrutinizes all research proposals before they are submitted by a faculty member to various funding agencies. As a start to this endeavour, the abstracts of all the dissertation submitted in 2008 including some selected papers by students have been compiled and stored in the library for ready reference.



- c) **Research Journal:** The committee has also formed an editorial board for the College Research Journal, the first issue of which will be published shortly.
- d) **Seminars:** The committee also assists in organizing seminars.
- e) **Maintains Records:** The committee maintains records of research activities (papers published, seminars / conferences attended, etc.) by faculty members.
- **Major Decisions taken by the Committee**
 - a) Finalized the topics, names of supervisors and submission dates for MSc dissertations for the academic session 2007-2008 and 2008-2009.
 - b) Prescribed a format for writing dissertation.
 - c) Has approved the appointment of outstation external examiners in the relevant field of specialization for evaluating dissertations and forwarded the same to the Academic Council for its consent.
 - d) Formed the editorial board for the college Research Journal, which would include five eminent subject experts in relevant area of Home Science specializations
 - e) Decided to publish the first issue of the research journal with abstracts of all MSc dissertations submitted in the academic sessions 2007-2008 and 2008-2009 along with invited papers from eminent personalities from outside the Institute who are engaged in research.
- **Composition of the Committee**

The Research Committee comprises of five faculty members of the Institute holding PhD degrees and representing each of the four branches / specializations of Home Science.



3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave , other facilities)

The college wholly supports research and promotes faculty participation in research through the following:

- a) Teachers are provided with **basic infrastructural facilities** including computers, printing facilities and necessary space for execution of the research. They are also permitted to carry out the research work after regular college hours.
- b) Teachers are given **study leave** as and when required by the college in compliance with UGC rules.
- c) Teachers, on application, can be provided with **seed money** for research purposes, subject to the discretionary approval by the Management. Further, the Institute also provides for the initial expenditure for initiating an MRP in case the sanctioned grant is not received from the sponsoring agency on time.
- d) A **research committee** comprising of faculty members supervises submission of research projects by faculty members.
- e) Required **adjustments in the teaching schedule** of a teacher are made, if and when the need arises.

Currently, one faculty members is pursuing independent research under UGC.

3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.

There is provision in the Institution's budget for providing faculty members with seed money of Rs.5000/- to initiate a research project. The Institutional budget has allocated funds for the publication of the annual research journal as well as for holding seminars (two in each academic session); an amount of Rs 25,000/- and Rs. 2,00,000/- has respectively



been sanctioned for the research journal publication and hosting of seminars.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

The Institute acknowledges that students' disposition towards research contributes to manpower, skill and knowledge development in general and academic excellence in particular.

- **Provision within the curriculum**

Department of Home Science: As part of the curriculum of the academic programmes, research is an especially significant activity within the curriculum of postgraduate (MSc) degree programmes. Each final year postgraduate student is mandatorily required to write a dissertation in fulfillment of the requirements of the said degree programme. The significance attached to this is seen in the fact that the dissertation carries 200 marks out of a total of 800 marks in the final year. In the last five years, about 78 dissertations were completed by the postgraduate students under guidance from various faculty members. *Details on the same would be made available during the Peer Team Visit.*

One of the research work undertaken by a student as a part of her MSc dissertation has been published in a leading research journal; *for details refer to point 1 of 3.2.4.* Also several papers have been presented at various conferences and seminars; *for details refer to point 1 of 3.2.5.*

In addition, students of final year undergraduate and postgraduate courses have to individually present a seminar. They are evaluated by all faculty members in their department / sections. This exercise serves to provide a preliminary training in the methods and procedures of research.



Department of Management: Final year students in the Department of Management carry out research projects based on their internship. During this training they get acquainted with research in global norms and conventions in the field of Social Sciences and Management; this enables them to develop empiricism and objectivity. Students are allotted guides and mentors who familiarize them with techniques of data collection, statistical analysis and hypothesis testing.

NASCOM conference selected the term paper '*Small scale systems integration model*' prepared by Mr. Murtaza Lakmain, a student of 5th semester, Department of Management under the guidance of Dr. Suman Mukerjee and Mr. Manojit Debnath from among 900 entries. The paper was presented at the conference held in December 2005.

- **Research assistants / scholars**

Ex-students have been involved in ongoing research projects as assistants / officers and have helped in collecting and recording data.

3.1.5 *What are the major research facilities developed on the campus?*

To facilitate research in the campus, the college library has been augmented with purchase of additional titles including research journals during the last five years. The Department of Management library subscribes to a research portal.

A separate research journal section for extensive literature survey and for updation with the contemporary researches in the relevant fields has been established at the main campus.

Uninterrupted internet facility is provided to all students and faculty members; each full-time faculty member has been provided with an exclusive individual space equipped with a personal computer with internet connection and printing facilities.



To promote experimental research, certain testing equipments have also been purchased.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities / Research / Scientific organizations / Industries / NGOs).

The college has taken initiative for collaborative research with various organizations. One such tie-up with the World Bank and Ministry of Health and Family Welfare, Government of India saw the successful completion of the 'Street Food' project.

3.2 Research and Publication Output

3.2.1 Give details of the research guides and research students of the institution (Number of students registered for PhD and M.Phil, fellowship/scholarship, funding agency, PhDs and M.Phils awarded during the last five years, major achievements, etc.).

Ms. Anjana Mukhophadhyay completed the PhD thesis entitled, 'The nature of parent child interactions and adolescents aggression: a study of adolescents in Behala and Budge Budge areas of south Kolkata' under Dr. (Mrs.) Meena Banerjee, ex-faculty of the Institute. She was awarded the doctoral degree in 2007 by Jadavpur University under Faculty of Science (Home Science).

3.2.2 Give details of the following: a) Departments recognized as research centres, b) Faculty recognized as research guides, c) Priority areas for research, d) Ongoing Faculty Research Projects (minor and major projects, funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies, e) Ongoing Student Research Projects



(title, duration, funding agency, total funding received for the project).

a) **Departments Recognized as Research Centres**

Department of Home Science is recognized as research centre under Faculty of Science, Jadavpur University.

b) **Faculty Recognized as Research Guides**

The following retired faculty members from the Department of Home Science of the Institute are recognized as research guides with Jadavpur University

- a. Dr. (Mrs.) Reba Mukherjee
- b. Dr. (Mrs.) Meena Banerjee
- c. Dr. (Mrs.) Krishna Majumdar

c) **Priority Research Areas**

'Applied and Social Sciences'

d) **Ongoing Faculty Research Projects**

- A UGC sponsored MRP entitled '*An eco-friendly approach for the treatment of industrial effluents*' under Dr. (Ms.) Banani De, lecturer in Chemistry, Department of Home Science.
- A UGC sponsored MRP entitled '*Reliability and validity of life satisfaction scale of elderly parents with distant living adult children*' under Dr. (Mrs.) Soma Dasgupta, ex-lecturer in Economics and Statistics, Department of Home Science.

e) **Ongoing Student Research Projects**

None.

3.2.3 *What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?*

The achievements of the research activities of the Institutions are listed below:



- a) The research activities of the faculty have resulted in four faculty members being awarded the doctoral degrees:
- Dr. (Mrs.) Krishnakali Bhattacharya completed her PhD thesis entitled, '*A study on job satisfaction of teachers in relation to personality pattern mode of adjustment and job anxiety*' from Calcutta University, 2004
 - Dr. (Ms.) Deepali Singhee completed her PhD thesis entitled, '*Studies on selective chemical treatments of jute, cotton and jute/cotton union fabrics*' from Jadavpur University, 2006
 - Dr. (Ms.) Banani De completed her PhD thesis entitled, '*Synthetic studies in oxygen bearing heterocyclic*' from Jadavpur University, 2006
 - Dr. (Ms.) Priti Agarwal (ex-faculty and ex-student) completed her PhD thesis entitled, '*Studies on dyeing of jute and cotton textiles with natural dyes*' from Jadavpur University, 2008
- b) Ms. Paramita Sarkar, Faculty with the Department of Management has registered (in 2007) for her PhD under Dr. Soumen Chottapadhyay at Jawaharlal Nehru University, New Delhi.
- c) Three faculty members have completed and two faculty members have enrolled for their MPhil programmes. One librarian has completed and three assistant librarians have enrolled for their MPhil programmes.
- d) Outcome of research projects:
- The Institute has developed a suitable bacterial strain which is capable of bio-remediation of toxic industrial effluent through a study (MRP) under Dr. (Ms.) Banani De, faculty in Chemistry, Department of Home Science.
 - The '*Street Food*' project addressed an important community issue and promoted hygiene standards among unorganized commercial street food vendors in the city of Kolkata. The



project was undertaken jointly by two faculty members - Mrs. Lilu Mancha and Mrs. Komal Sharma, both from the Department of Home Science

- Technique to utilize water flowers to dye textile fabrics was developed through a study (MRP) involving extraction of the natural dyes from waste flowers under Dr. (Mrs.) Krishna Mazumdar, retired faculty in Chemistry, Department of Home Science.
 - A scale to indicate the mental state of elderly parents with NRI children living abroad has been developed by Dr. (Mrs.) Soma Dasgupta ex-faculty in Economics & Statistics, Department of Home Science through an MRP
- e) Besides the outcome of the projects, ample research activities have been initiated at the college which has lead to notable publications. For details refer to 3.2.4 and 3.2.5.

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

The research papers published in refereed journals in last five years are listed in the table below:

- a) A. K. Samanta, Sunanda Mitra**, Deepali Singhee* and Smita Parekh*, *Efficacy of selective surfactants / detergents as washing agents on soiled white and dyed cotton fabrics*, Indian Journal of Fiber and Textile Research, Vol. 29, June 2004, p 223-232.
- b) A. K. Samanta, K. K. Mahalanabis and Deepali Singhee*, *Effect of different methods of bleaching and resin finishing on physical properties and photo-yellowing character of jute fabrics*, Journal of The Institution of Engineers (India), Textile Division, Vol. 85, August 2004, p 1-17.



- c) A. K. Samanta, Deepali Singhee*, Gautam Basu and K. K. Mahalanabis, *Effect of selective pretreatments and subsequent mixed enzyme treatment on properties of jute-cotton union fabric*, Indian Journal of Fiber and Textile Research, Vol. 30, 2005, p 451-467.
- d) A. K. Samanta, Deepali Singhee*, K. K. Mahalanabis and G Basu, *Hydrogen peroxide and potassium per-oxo-disulphate combined room temperature bleaching of jute-cotton union fabrics – an energy efficient eco friendly process*, Indian Journal of Fibre and Textile Research, Vol. 32, June 2007, p 221-231.
- e) A. K. Samanta & Deepali Singhee*, *Standardization of process variables for low-temperature bleaching of jute-cotton union fabrics using a combination of hydrogen peroxide and potassium per-oxodisulphate as dual oxidizing agents*, Journal of The Institution of Engineers (India), Textile Division, Vol. 88, August 2007, p 19-32.
- f) A. K. Samanta, Deepali Singhee*, Gautam Basu & Santosh Kumar Biswas, *Thermal behaviour and structural features of chemically and bio-chemically modified jute substrate*, Indian Journal of Fiber and Textile Research, Vol. 32, September 2007, p 355-365.
- g) A. K. Samanta, Deepali Singhee*, Gautam Basu & K. K. Mahalanabis, *Single - step dyeing and crease resistant finishing of jute fabric using an acid dye and n-methylol acrylamide and other conventional resins*, Journal of the Institution of Engineers (India) Textile Division, Vol. 88, February 2008, p 17-26.
- h) L. N. Dutta, B. De* & A. Patra, *Feasibility of sigmatropic rearrangement on electron deficient coumarinyl ketones*, Canadian Journal of Chemistry, Vol. 86, No. 5, May 2008, p 401-409.
- i) L. N. Dutta, B. De* & A. Patra, *One-pot synthesis of angular furocoumarins: a simple protocol involving unprecedented intramolecular aldol condensation*, Journal of Heterocyclic Chemistry, Vol. 45, 2008, p 673-678.



- j) A. K. Samanta, Deepali Singhee*, Priti Agarwal & Siddharta Datta, *Application of single & mixture of red sandalwood and other natural dyes for dyeing of jute fabric: studies on colour parameters/ colour fastness and compatibility*, Journal of Textile Institute, *accepted and in press*.

* The faculty member of the Institute. ** Student of the Institute

3.2.5 Give list of publications of the faculty. a) Books, b) Articles, c) Conference / Seminar Proceedings, d) Course materials (for Distance Education), e) Software packages or other learning materials, f) Any other (specify)

a) Books

- Prof. (Dr.) Suman K. Mukerjee, Director, JDBI has contributed an article entitled, 'Rajiv Gandhi: Towards Economic Development' in a book, 'New Approach – The legacy of Rajiv Gandhi', which has been edited and published by Sekhar Basu Roy (2006).
- Dr. Debangshu Chakraborty, ex-faculty in Department of Management has published a book 'Human Value and Ethics: Achieving Holistic Excellence' through ICFAI University Press (2006).
- Dr. Debangshu Chakraborty, ex-faculty in Department of Management has published a book 'Leadership and Motivation: Cultural Comparisons' through Rupa & Co, New Delhi (2004).

b) Articles

- Prof. (Dr.) Suman K. Mukerjee, Director, JDBI has been a columnist under 'Management Matter' published every Monday in Times of India. The following issues have been published: *Cutting across borders and cultures* on February 5 (2007),



Minding the Gap on February 12 (2007), *Raising Revenue* on February 26 (2007).

- Ms. Kusum Mussaddi, ex-faculty in Resource Management, Department of Home Science has written several articles in leading newspapers (Telegraph): *Make a splash and revive a lost art* on November 18 (2005), *Hang'em right and breathe fresh life into room* on November 25 (2005), *Country style, cozy and chic* on December 2 (2005), *Lead a cushy life with cushions for company* on December 9 (2005), *Light up and switch on the charm offensive* on December 16 (2005), *Pick the right shade for a bright and healthy life* on December 23 (2005), *Blend the global & local in one collection* on December 30 (2005), *In a corner, undisputed champ of decoration* on January 6 (2006), *Rustle of leaves & an air of grace in your room* on January 13 (2006), *Boss isn't always right, insist on the same throne* on January 20 (2006), *Bed basics: Secret of a good night's sleep* on February 3 (2006), *On your terrace, build a private park* on February 10 (2006), *Keep the lawn dry and pick the proper pots* on February 17 (2006), *Give your garden a gentle Japanese touch* on February 24 (2006), *Get the 3 Cs right to create a spacious room* on March 3 (2006), *Room with an electric mix to match your mood* on March 10 (2006), *Wield the colour wand to hide or highlight* on March 17 (2006), *Tone up the two rooms you cannot do without* on March 24 (2006), *Living room logic: How to get the right blue* on March 31 (2006), *Balance the shades when painting a bedroom* on April 7 (2006), *Dress up a window, with curtains or creepers* on April 14 (2006), *Pick a colour pattern when painting a room* on April 21 (2006), *Different shades & designs with three links* on April 28 (2006), *A place for everything, everything in place* on May 5 (2006).



- An article entitled, '*Muhammad Yunus – Nobel Bijeta*' was published by Dr. (Mrs.) Soma Dasgupta, ex-faculty in a Bengali Periodical, '*Chaturanga*' in October 2006.

c) Conference / Seminar Proceedings

Faculty members have participated as resource persons in various conferences / seminars and their research abstracts / entire papers have been published in the proceedings of the conference / seminar. The details are given in the following below:

ORAL PRESENTATIONS

- a) Dr.(Mrs.) Vipasha Chakraborty, Sr. Lecturer in Physics, Department of Home Science - 'A study of the economic benefits of use of renewable energy' at ICORE 2005, hosted by IIT, Mumbai (2005)
- b) Ms. Indrani Biswas, Lecturer in Food & Nutrition, Department of Home Science - '*Effect of multiple micronutrient supplementation on the hemoglobin levels of pre-school children (3 - 6 years) of urban slums of Vadodara*' at 37th Annual Conference of the Nutrition Society of India held at Hyderabad (2005).
- c) Mr. Amal Kumar Ray, ex-Lecturer in Mathematics & Quantitative Techniques at Department of Management - '*A heuristic approach for flow shops to minimize total flow time*' at International Conference on Service Operations and Logistics and Informatics, IEEE (2005).
- d) Mr. Amal Kumar Ray, ex-Lecturer in Mathematics & Quantitative Techniques at Department of Management - '*An efficient simulated annealing approach for flow shop scheduling on makespan criterion*' at International Conference on Computational Intelligence, Robotics and Autonomous Systems (CIRAS) (2005).
- e) Mr. Amal Kumar Ray, ex-Lecturer in Mathematics & Quantitative Techniques at Department of Management - '*Hyperheuristic: An*



emerging search algorithm in scheduling Algorithm in Scheduling at International Conference on Computers and Industrial Engineering (ICCIE) (2006).

- f) Dr. (Mrs.) Soma Dasgupta, Sr. Lecturer in Economics & Statistics, Department of Home Science - *'Financing aged healthcare: a study of the burden of elderly healthcare consumption in the private sector of Kolkata'* at 3rd International Consumer Sciences Conference organized by University of Ulster, Belfast, Northern Ireland, UK (2007).
- g) Dr. (Mrs.) Soma Dasgupta, Sr. Lecturer in Economics & Statistics, Department of Home Science - *'Constructing a life satisfaction scale for parents of children living abroad-LSSPCA'* at 12th International and 43rd National IAAP Conference jointly organized by IAAP, Department of Applied Psychology (CU), National Institute of Technical Teachers Training and Research and Psychology Research Unit of Indian Statistical Institute, Kolkata (2008).
- h) Dr. (Ms.) Deepali Singhee, Principal JDBI - *'Enzyme treatment on jute/cotton union fabric aimed at improved aesthetics and textile-related properties'* at National Convention of Textile Engineers and All India Seminar on Sustainable Development in Jute and Textile Industry organized by Institution of Engineers (India) (2004).
- i) Dr. (Ms.) Deepali Singhee, Principal JDBI - *'Low temperature eco-friendly bleaching of jute and jute-cotton union fabrics'* at 18th National Convention of Textile Engineers and National Seminar on Innovative and Diversified Jute Products organized by Institution of Engineers (India) in collaboration with NCJD, Govt. of India (2005).



- j) Dr. (Ms.) Deepali Singhee, Principal JDBI - '*Concurrent acid dyeing and resin finishing of jute fabric*' at 26th Biennial Conference of the Home Science Association of India held at SNDT College of Home Science, Pune (2005).
- k) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - '*Sustaining demand and growth and competing on core strength*' at Indian Global Summit on MSMEs organized by CII (2006).
- l) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - '*Global ancillarization of small and medium enterprises: the role and development of ancillary industries*' at 7th Biennial Conference on the New Frontiers of Entrepreneurship organized by EDI, Ahmedabad (2007).
- m) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI - '*International benchmarking for higher education*' at Higher Education Summit on Innovation for Quality and Relevance organized by FICCI (2007).

POSTER PRESENTATIONS

- a) Dr. (Ms.) Deepali Singhee, Principal, JDBI - '*Study on low temperature bleaching of energy efficient bleaching of jute and jute-cotton union fabric*' at 26th Biennial Conference of the Home Science Association of India held at SNDT College of Home Science, Pune (2005).
- b) Dr. (Ms.) Banani De, Lecturer in Chemistry, Department of Home Science - '*Unusual behaviour observed during the study of claisent rearrangement on methyl-y (8-acyl/aroyl-7-coumarinyloxy) crotonotes*' at Saha Institute of Nuclear Physics, Kolkata (2006).
- c) Dr. (Mrs.) Soma Dasgupta, Sr. Lecturer in Economics & Statistics, Department of Home Science - '*An attempt to construct a scale to measure the life satisfaction of elderly parents of NRI children*' at Indian Science Congress held at Hyderabad (2006).



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- d) Ms. Smita Parekh Lecturer in Home Science, Department of Home Science and Dr. (Ms.) Deepali Singhee, Principal, JDBI - '*A comparative study on the buying behaviour of females of various age groups towards selection of clothing*' at 27th Biennial Conference of the Home Science Association of India held at Jabalpur (2007).
- e) Ms. Shivarati Bose, Sr. Lecturer in Food & Nutrition, Department of Home Science - '*To study the effect of consumption of blended oil (80% rice bran oil and 20% sunflower oil) on the lipid profile of hypercholesterolic patients*' at 27th Biennial Conference of the Home Science Association of India held at Jabalpur (2007).
- f) Ms. Indrani Biswas, Lecturer in Food & Nutrition, Department of Home Science - '*Effect of multiple micronutrient supplementations on the hemoglobin levels of pre-school children*' at 27th Biennial Conference of the Home Science Association of India held at Jabalpur (2007).
- g) Ms. Ishita Biswas, Lecturer in Resource Management, Department of Home Science - '*Perception of unmarried girls towards selected aspects of marriage: A study on the middle income group families of Delhi*' at 27th Biennial Conference of the Home Science Association of India held at Jabalpur (2007).
- h) Ms. **Madhu Bachhawat**, Lecturer in Human Development, Department of Home Science, Ms Shradha Agrawal, Lecturer in Human Development, Department of Home Science and Dr. Krishnakali Bhattacharyya, Sr. Lecturer in Psychology, Department of Home Science - '*Comparative study of parent child relationship and academic anxiety among girls with siblings and without siblings*' at 27th Biennial Conference of the Home Science Association of India held at Jabalpur (2007).
- d) **Course Materials (for Distance Education)**
None.
- e) **Software Packages or other Learning Materials**
- The Department of Management has developed an MIS-software which helps in making lesson plans and updating the student's attendance and results.



- Laboratory manuals on '*Textile Processing, Dyeing, and Printing*', '*Fabric Manufacture: Vol-I & II*', '*Textile Testing*', '*Clothing Construction*', '*Textile & Basic Sewing*', '*Children's Clothing*', '*Physiology*', '*Early Childhood Education*', '*Individual Child Study*', '*Child in Special Need*' and '*Food and Nutrition*' have been designed by faculty members. These over the last 15 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.
- A training manual on '*Intervention Programmes*' to train street food vendors on the different aspects of food and hygiene was prepared by the coordinator and co-coordinator as a part of the Street Food Project (2007).

f) **Any Other**

The coordinator and co-coordinator of the project contributed an article in '*Action Research on Street Food Safety*' a national report compiled as a part of the Street Food project (2007).

3.3 Consultancy

3.3.1 *List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remuneration). Who are the beneficiaries of such consultancy?*

Consultancy has been provided by faculty members as follows:

- a) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI developed the curriculum and syllabus for advanced programme in Management Development for All India Management Association (AIMA).
- b) Prof. (Dr.) Suman K. Mukerjee, Director, JDBI developed written study material on Marketing for Netaji Subhas Chandra Open University.
- c) Mrs. Komal Sharma, Lecturer in Resource Management, Department of Home Science guided in the preparation of syllabus on vocational course in



Home Science syllabus for West Bengal State Council of Vocational Education and Training.

- d) Mr. Tabobrata Ray, Lecturer in HR, Department of Management developed a Management Development Programme for Scottish Church College, Kolkata.
- e) Mrs. Lilu Mancha, Lecturer in Food & Nutrition, Department of Home Science provided dietary consultancy for mid-day meals to underprivileged children from slums under Disha, an NGO.
- f) Dr. (Ms.) Deepali Singhee, Principal, JDBI prepared the curricula and syllabi for 1-year advanced certificate course in 'Garment Manufacture' for West Bengal State Council of Technical Education.
- g) Dr. (Ms.) Deepali Singhee, Principal, JDBI prepared the curricula and syllabi for BFad in Fashion Design for Rani Birla Girl's College, Jadavpur University, Kolkata.
- h) Dr. (Ms.) Deepali Singhee, Principal, JDBI provides guidance regarding new courses and administration and is a member of the advisory committee of the Women's Industrial Training Institute (ITI) under Government of India

3.3.2 How does the institution publicize the expertise available for consultancy services?

While the Institute does not have a structured policy for publicizing consultancy facilities available, its website features detailed profile of its faculty members. Organizations / agencies seeking consultancy services may approach the concerned faculty. The same is also achieved by word of mouth and through personal contacts.

3.3.3 How does the institution reward the staff for the consultation provided by them?

Faculty members are encouraged to pursue consultancy services. Necessary duty leave is awarded to faculty as and when required.



3.3.4 *How does the institution utilize the revenue generated through consultancy services?*

Since the consultancy services so far have been largely carried out honorary and free of cost, no revenue has been generated.

3.4 Extension Activities

3.4.1 *How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)*

The Institute endeavors not only to impart learning, but also to ensure growth and development of the character and personality, fostering a sense of social responsibility and laying the foundations of moral and social convictions. With this aim, the Institute makes regular efforts to instill social awareness and social responsibility in students, generates awareness about environmental and health issues and extension services.

- The Institute promotes the participation of students and faculty in extension activities through the NSS-wing and *Helping Hands*, the latter being the social welfare club formed by members of the Institute.
- Students are encouraged to participate in extension activities through verbal encouragement.
- Through the subject of '*Extension Education in Home Science*', taught in Inter BSc (4th semester), students are made aware of the various national welfare programmes like NAEP, IRDP and ICDS apart from their social responsibilities. *Each-one-teach-one* has been undertaken by the Institute where each student if required to educate an illiterate person.
- Students and faculty members have been motivated to collect and raise funds for flood affected people of Bihar and Orissa.



- Specially designed activities help in motivating students and contribute towards their personal and spiritual growth. It enhances their knowledge on community apart from leadership qualities. This exposes them to the satisfaction that one can gain through community service.
- Students are given hands-on experience during field visits to various NGOs. During their visits, students interact with underprivileged people and become aware of their needs. This helps to foster a spirit of service to mankind.

3A2 *What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?*

A number of outreach programmes have been organized by the Institute.

- **Literacy Programmes**
Students taught basic reading and writing skills (2005-2006) and basic language and arithmetic (2007-2008) under the literacy program, 'each-one-teach-one' in the Department of Home Science and Commerce respectively
- **Support to NGOs**
An exhibition-cum-sale, 'Caritus: an endeavor to encourage the underprivileged' (2008-2009)
- **Medical Support**
Free eye check-up camp (2008-2009)
- **Training**
Trained and educated female street children under the 'Sevika' project (2006-2007)
- **Awareness programmes**
 - a) Nutrition Clinic at CINI (2004-2005)



- b) Lecture-cum-demonstration on '*Control of Diarrhoea and importance of Nutrition*' (2004-2005 and 2005-2006)
 - c) Educated mothers on '*Hygiene, sanitation and correct cooking methods*', etc. at the Nutrition Rehabilitation Centre, CINI (2007-2008)
 - d) Participated in the *Walk for Life*, an awareness campaign organized by the West Bengal State AIDS Prevention & Control Society (2005-2006)
 - e) Showcased a film on child labour by CRY (2007-2008)
 - f) Organized a session on '*Aids awareness*' at SOS village, Kolkata (2007-2008)
 - g) Created awareness about '*Personal hygiene*' amongst street children at IPER (2007-2008 and 2008-2009)
 - h) Organized a lecture-cum-workshop to '*Create awareness regarding Breast Cancer*' (2007-2008)
 - i) Orientation regarding Akshay Patra Foundation with an objective to encourage students to participate in mid-day meal programmes (2008-2009)
 - j) Conducted a workshop for students on '*Substance Abuse*' in association with Kripa Foundation (2008-2009)
 - k) Conducted *Green Biz Quiz* in association with American Centre and Indian Chamber of Commerce to create awareness on environmental issues (2006-2007, 2007-2008 and 2008-2009)
- **Adoption**
 - a) Adopted a AIDS-affected child (2004-2005)
 - b) Adopted 4 needy children and donated for their education to Child Relief and You (CRY) (2005-2006)
 - c) Adopted three children through CINI-ASHA under the '*Adopt a street child*' programme and donated for their education to (2006-2007, 2007-2008 and 2008-2009)



- **Donation**
 - a) Donated books through Biplab Sangha Text Book Library at Noapara and Sonarpur (2004-2005)
 - b) Donated old clothes, food packets and medicines to the flood-affected people of Sunderbans through Bharat Sevashram Sangha (2005-2006)
 - c) Donated books to St. Joseph's Home for the Poor (2005-2006)
 - d) Donated dictionaries and books to SOS Village (2007-2008)
 - e) Donated old clothes, toys and books to poor people (2007-2008)
 - f) Donated Rs.1,14,200/- to the Prime Minister's Relief Fund (2008-2009)
 - g) Donated clothes and spectacle frames to poor (2008-2009)
- **Publications**
 - a) Prepared and distributed leaflets on the dietary requirements of HIV-AIDS patients at a programme organized by the NSS (2005-2006)
 - b) Prepared a handout on '*Self examination of breast cancer*' for students (2007-2008)

All the above programmes were undertaken either as an integrated part of the following courses or were taken up as extension activities by the NSS-wing of the Institute and *Helping Hands*.

1. Extension Education, Sociology, Physiology and Human Development-Adolescence & Adulthood (Inter BSc)
2. Child Welfare (Final BSc – HD section)
3. Maternal & Child Health (Final BSc - FN, HD & CH sections)
4. Methods of Teaching (BEEd)

3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training, contributive to community development?



- Through '*Extension Education*' which is taught in the Inter BSc (4th semester), students are acquainted with the philosophy, objectives, principles, methods and techniques of the community outreach activities, the knowledge of which is applied to bring about desirable changes in the behavioral complex of human beings.
- The '*Sevika*' project was undertaken by BEd students of the Department of Home Science in 2005. Under this project, a group of 30 underprivileged girl students of '*Rainbow*' project of Loreto Day School, Kolkata, attended five-classes per week at the Institute and were trained in first-aid, basic nutrition and child care.
- Through the '*Street Food*' project awareness of hygiene and sanitation was fostered amongst street food vendors through training involving lecture demonstrations.

3.4.4 *What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?*

- a) The NSS-wing of the college is in full partnership with the affiliating Jadavpur University.
- b) The *Street Food* project was undertaken by the Institute under the Ministry of Health and Family Welfare, Government of India and was funded by World Bank.
- c) The *Sevika* project was undertaken by the Institute in collaboration with rainbow project of Loreto Day School, Kolkata.
- d) The College collaborated with SOS Village, Kolkata for conducting session on Aids and with CINI for sponsoring and adopting several street children.



- e) The Institute had entered into a partnership with the Environment Management Centre of Indian Chamber of Commerce and the American Center for organizing the 'Green Biz Quiz' in 2007, 2008 and 2009.

3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

The college has extended its hands in assisting the local community. The *Street Food Project* was an extensive and prolonged program undertaken by the Institute; for further details refer 3.4.3. The NSS-wing and *Helping Hands* of the college has taken up various outreach programmes to help the community; for further details refer 3.4.2. There were also community-services directed at street children and conducted in association with IPER, addressing the importance of personal hygiene.

3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)

The *Street Food Project* involved the hawkers and street food vendors; for further details refer 3.4.3.

All outreach programmes conducted by the NSS-wing of the Institute and the *Helping Hands* (for further details refer 3.4.2) emphasize on the active participation of neighbourhood communities like NGOs or other organizations involved in similar social service.

3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities?

None.



3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organizations: local bodies/ community, State, National, International, Industry, Service sector, Agriculture sector, Administrative agencies, any other (specify).

- **National**
 - a) During the period 2004-2009, four minor UGC sponsored research projects were undertaken by faculty members.
 - b) Department of Commerce conducted a course in *Business English Certificate* in collaboration with the British Council.
- **International**
 - a) The Articulation Agreement for advanced entry to MBA programme at Newcastle Business School, UK was signed and finalized between Northumbria University and JDBI on the 17th of May 2008. Through the agreement students of the Institute seeking entry to the MBA Programme at Newcastle Business School will be offered an exemption of 60 credits and a corresponding reduction in the course fee.
 - b) World Bank sponsored the Street Food Project that was undertaken by the Institute in association with the Ministry of Health and Family Welfare, Government of India.
- **Service Sector**
 - a) Faculty from Arena Multimedia has been conducting classes on computer aided designing for postgraduate students of the Department of Home Science since session 2006-2007.
 - b) Training in *first-aid* and home nursing has been provided in association with St. John's Ambulance.
- **Others**



- a) The Institute has collaborative activities with Supersoft, an NGO for providing training in *Soft Skills and Personality Development* to the students from the Department of Home Science and Commerce.
- b) The Institute has entered into an agreement with the PS Group, a Real estate firm, which through its CSR initiative (*Powering Scholastic Growth*) organizes lectures by professors from foreign universities at the Institute.
- c) The Institute has entered into collaboration with Kornash, a Lifestyle Management Institute. As a result of this, a counselor from the organization is available for psychological counselling thrice a week in the college.

3.5.2 How has the institution benefited from the collaboration? a) Curriculum development, b) Internship, c) On-the-job training, d) Faculty exchange and development, e) Research, f) Consultancy, g) Extension, h) Publication, i) Student Placement

For the purpose of delegating students to internship programmes and on-the-job training, unofficial collaboration with industry and commercial establishments prove useful. Extension activities are facilitated through collaborations with NGOs.

Collaboration with World Bank and Ministry of Health (Government of India) benefited the Institution in *research* and consultancy; while that with Supersoft has enabled students to get trained in *Soft Skills and Personality Development*. Collaboration with the PS group has enabled the Institute to organize several lectures from foreign university professors. The collaboration with Newcastle Business School, Northumbria, UK has been made to work together for mutual benefit and for the benefit of the students.



3.5.3 Does the institution have any MoU/MoC/mutually beneficial agreements signed with a) Other academic institutions b) Industry c) Other agencies

The Institute has a mutually beneficial agreement with the following organizations:

a) Other Academic Institutions

Newcastle Business School, Northumbria, UK (*Refer to 3.5.1 & 3.5.2*).

b) Industry

Coffee Day and Nestle to run the college canteen respectively at the main and satellite campus.

c) Other Agencies

Supersoft, PS Group and Kornash - A Lifestyle Management School

For details refer to 3.5.1

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- a) Formation of a Research Committee to monitor and promote research activities.
- b) Making necessary rearrangements in the timetable to provide a faculty member with a stretch of uninterrupted time to execute research work.
- c) Supporting research with funds when there is a delay in arrival of fund from the sponsoring body.
- d) Absorbing of outgoing postgraduate students in the ongoing research project as assistants.



- e) Dissertation by final year MSc students under the guidance of a faculty member, which trains and orients students towards research work.
- f) Formation of social welfare club (*Helping Hands*) to promote service to the community.

FOR RE-ACCREDITATION

Question 1: *What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how have they been acted upon?*

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- The Department of Home Science offers research programme leading to PhD degree.
- The Institution provides necessary support to teachers to do research and improve their qualifications while in services.
- Few teachers in the Departments of Home Science and Management are engaged in research for their doctoral degrees and they have some research publications.
- Project work and Dissertations are an integral part of the curriculum in the MSc (Home Science) programme. This certainly helps the students to develop an aptitude for research.
- The exhaustive extension activities undertaken by the Institute are embedded within the curricula to achieve academic excellence in the realm of service-integrated learning. The Institute conducts extension and field outreach programmes on environment, health, literacy with the active cooperation of NGOs and other agencies like Child Relief and You (CRY), Interlink, Child in Need Institute (CINI), Institute of Psychological and Educational Research (IPER), etc. The Institute plays a vital role in the upliftment of the disadvantaged sections of the society by organizing awareness campaigns on social issues like *each-one-teach-one*, *National Integration Camp for Women* and *Sevika Project*, etc.

RECOMMENDATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:



The following areas of concern were suggested for growth and development:

- **Need to strengthen the research pursuits.**

With a view to consolidate the research programmes in the Institute, the following efforts have been made:

1. A number of research Projects have been initiated / completed during the last five years:
 - a) UGC-sponsored MRP, *Extraction of colouring matter from waste flowers cultivated in West Bengal* (completed 2006).
 - b) UGC-sponsored MRP, *Construction of a scale to measure the life satisfaction of elderly parents of NRI candidates* (completed 2006).
 - c) A project on *Solid Waste Management under Ministry of Environment and Forest, Govt. of India* (completed 2006).
 - d) UGC-sponsored MRP, *Trade liberalization and its impact on forest - A case study* (dropped after one year of work in 2007).
 - e) A Major project, *Street Food* under Ministry of Health and Family Welfare and funded by World Bank (completed in 2008).
 - f) UGC-sponsored MRP, *Reliability and validity of life satisfaction scale of elderly parents with distant living adult children* (ongoing).
 - g) UGC-sponsored MRP, *An eco-friendly approach to the treatment of industrial effluents* (ongoing).
2. Four faculty members have completed their doctoral thesis in the last five years and have been awarded their PhD degrees.
3. A number of research papers have been published in reputed journals by faculty members.
4. Several MRPs are being proposed for approval to the UGC.

Question 2: What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Research, Consultancy and Extension?

1. **Research committee** has been formally instituted
2. Process of publication of the **Research Journal** for the Department of Home Science has been initiated. The Management provides seed money to initiate a research work and has sanctioned Rs. 25,000/- for the publication of the College



Research Journal.

3. A separate journal section has been added to the library to provide a favorable environment for advanced learning.
4. Faculty members regularly attend conferences / workshops / seminars to update themselves with current global research trends.
5. Several faculty members are invited as guest / visiting faculty at other reputed national and international academic and professional institutes (Newcastle Business School - UK, IIT, NIFT, etc).
6. A number of faculty members have acted as resource persons / examiners / *paper setters* for other Institutes.
7. Faculty members are consulted on academic matters by various other institutes.
8. The Institute has hosted an impressive number of seminars for the students during the last five years apart from lecturers from eminent academicians including those from foreign universities..
9. An MOU with Newcastle Business School for advanced entry to MBA programme at Northumbria University, UK has been signed by the Institute (Department of Management).
10. A number of collaborative activities have been undertaken with academic institutes, NGOs and industry. To directly promote extension activities, students and faculty members of the Institute have formed a social welfare club - '*Helping Hands*'. Since its inception the club has undertaken several outreach programmes to benefit the society specially the underprivileged.



Separate Research Journal Section -
at the main campus



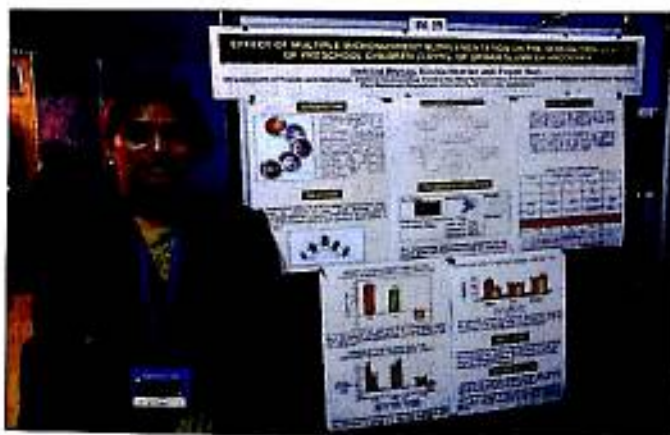
Individual well equipped workstations
for full-time faculty members



Faculty member undertaking
research projects



Intervention programme involving hawkers
as part of the Street Food project



Research poster presented by a faculty
member at Jabalpur (HSAI Conference)



Faculty member participating as a resource
person at Pune (HSAI Conference)



III: Research, Consultancy & Extension



'Caritas-an endeavour to encourage the underprivileged' - an exhibition-cum-sale involving NGOs and alumni members



Lecture on 'Hygiene' at IPER



Students working with children at SOS village, Kolkata



Free eye check-up camp at the Institute for all stakeholders



Workshop on 'Substance Abuse'



A pamphlet on 'Breast Cancer' printed by NSS-wing as a part of Cancer Awareness workshop



Criterion-IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 *What are the infrastructure facilities available for (a) Academic activities? (b) Co-curricular activities? (c) Extra-curricular activities and sports?*

The Institution provides appropriate physical infrastructure and maintains an environment wherein the learning process ensures holistic development of its stakeholders.

a) Academic Activities

A modern infrastructure, based on scientific principles is imperative to effective learning. The Institute provides multifarious infrastructural facilities that address the basic physical as well as academic requirements of the students.

- **Class Rooms:** The 18 air-conditioned classrooms with power back-up facility at the main campus of which eight were added in the last five years are spacious, airy and well ventilated. Most of these classrooms can accommodate up to 80 students and are provided with white boards / glass boards and comfortable seating arrangement.

There are 6 spacious, well-lit and air-conditioned classrooms equipped with LCD projectors, screens, computers and whiteboards at the satellite campus.

- **Library:** The library at the main campus has a collection of about 10,000 books, numerous journals, periodicals, magazines and newspapers. Besides standard textbooks, the library offers literary works and books of general interest. This open access library has a computerized catalogue to facilitate reference work.



A separate research journal section provides a favorable environment for research. A group study centre with a computer is provided for group work.

The library resource centre (LRC) at the satellite campus also has an impressive collection of over 10,000 books, journals, magazines and newspapers covering all parameters in the field of management. It also subscribes to the *Cygnus MBA Knowledge Portal-Platinum*.

The library at the main campus also has an annexed room equipped with computers having internet facility where students can freely browse on the NET and prepare for their presentation / assignments. At the LRC (satellite campus), computers connected by LAN and broadband internet facility is available to conduct on-line research and for sharing information. Both the libraries have facility for in-house photocopying. In addition, the library at the main campus is also equipped with a tracing table.

Well-trained and helpful library staff monitors the efficient working of the library.

A book bank facility for the benefit of students has been initiated at both the libraries.

- **Auditorium & Audio-Visual Room (AVR):** An auditorium with a 250 seating capacity is located at the main campus. The satellite campus has a seminar hall with a capacity to seat 200. In addition, an 800-seater auditorium of the Vidya Mandir Society is located at the premises of the satellite center and is available to all the three departments of the Institute.

The air conditioned audio-visual room at the main campus with a capacity to seat 35 at the main campus is fully equipped with a computer, LCD projector, television and overhead projector.

- **Laboratories:**



DETAILS OF THE LABORATORIES		
Sl. No.	Laboratory	Details
1	Physics	It is equipped with prisms, magnets, stop watches, hygrometers, voltmeters, vernier calipers, screw gauge, spherometers, rheostats, resistances, resonance tubes, Boyle's law apparatus, barometer, pendulum stands, tuning forks, hydrostatic benches.
2	Chemistry*	To perform different quantitative and qualitative analysis of compounds and analytical testing of new products, the laboratory is equipped with all required glassware and apparatus including Kipps apparatus, distillation plant, melting and boiling point apparatus, column chromatography apparatus, pH meter, water baths, heating mantle, etc.
3	Biochemistry / Microbiology / Physiology*	The laboratory is equipped with a centrifuge, autoclave, incubator, muffle furnace, electronic balance, hot air oven and calorimeter.
4	Art	Well ventilated and lighted to create various form of art. There is an annex for dyeing of textiles.
5	Psychology and Human Development*	It is equipped with various instruments for conducting experiments on perception, memory, reaction time and other psychological testing including psychometric tests.
6	Laundry and Dyeing & Printing*	The laboratory is well equipped for washing, processing and finishing of textiles.
7	Clothing Construction & Pattern Making (2 laboratories)	It has drafting tables for efficient laying and cutting of fabrics, sewing machines for construction of garments and small trial area for the students to try out the garments stitched by them.
8	Textile Testing and Weaving*	Has equipments like UV-lamp, twist tester, fabric thickness gauge, grey scales, stiffness tester, crease recovery tester, and crockmeter for testing of textiles. It is also equipped with 3 hobby looms for weaving.
9	Food & Nutrition* (2 laboratories)	Well ventilated with individual work counter and burners, it is equipped with electronic gadgets for food preparation.
10	Resource Management*	It is equipped for conducting practical classes on hospitality and housekeeping.
11	Ergonomics and Household Equipments	Equipped with testing equipments and household gadgets.
12	Drawing Studio	Has working tables for interior and architectural drawings.
13	Computer (3 laboratories, 2 at Satellite campus)	Has LCD-monitors with LAN connectivity and free internet access.
14	Computer Aided Design Studio (Computer Lab-II)	LCD-monitors with latest software to design interiors as well as textiles.
*In addition a Resource Center is also attached to the laboratory		



- **Guest House:** 'Residential Management Training' classes for BSc final year students specializing in Resource Management and MSc (Part-I) students studying Composite Home Science is conducted at the 2-bedroom flat hired by the Management.
 - **Research Area:** A space is demarcated in the Chemistry laboratory for conducting experimental research.
- b) **Co-Curricular Activities**
- **Auditorium and Audio-Visual Room (AVR):** These rooms also used for co-curricular activities. *For details refer to academic activities section above.*
- c) **Extra Curricular Activities**
- **Common Room:** Common room is provided for recreation and relaxation and is equipped with indoor games like table tennis, carom, chess, etc.
 - **Sports Facilities:** Along with the indoor games, outdoor sports and recreation facilities are available. Students of the Institute use the playground at the satellite centre for basketball, cricket, volleyball etc. The Institute also hires a city sports stadium for the annual sports meet.
 - **Alumni and NSS Room:** These small rooms are used to hold informal meetings of the association and the NSS-wing.
 - **Auditorium:** *Refer to the academic activities section above.*
 - **Canteen:** Canteens run by Coffee Day and Nestle provide wholesome and hygienically prepared food at the main and satellite campuses respectively.
 - **Terrace:** A 1244 sq mts approx of open-space is available for recreation of students at the terrace of the main campus.
- d) **Others**
- **Health Centre:** A well-equipped health centre is located on the ground floor of the main campus. *For details refer to 4.5.1.*



- **Psychological Counseling Room:** A small room has been provided for counseling of students.
- **Student's Utility Store:** A store selling stationery and other items needed by the students helps to fulfill their immediate requirements.
- **Conference Room:** A state-of-the-art conference room is available for conducting formal meetings at the main campus.
- **Visitor's Room:** A small room has been allotted to seat visitors to meet the Principal or faculty members.
- **Principal's Room:** Suitably located for convenient access by all. A public address system has been installed through which important announcements can be made.
- **Chief Administrator's Room:** A room has been assigned for the Chief Administrator who regularly visits the main campus.
- **Administrative Office:** It houses various sections like accounts, maintenance, general administration, etc.
- **Principal's PA's Room:** This is located close to the administrative office and the Principal's room for optimum efficiency.
- **Stores:** A number of store rooms are located in the campus to store old records, spare equipment and furniture, maintenance goods, etc.
- **Room for Class-D Staff:** A special room with locker facilities and a small library has been provided for the recreation of the class-D staff.
- **Rest Rooms:** Every floor has been provided with rest rooms which are hygienically maintained. There are separate rest rooms for students, faculty members, office and class-D staff.



4.1.2 *Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions*

It is proposed that another floor (5th floor) would be added to the main campus subject to approval by the Kolkata Municipal Corporation.

The Master Plans (floor wise) of both the campuses have been enclosed:
Refer to annexure-A.

4.1.3 *Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.*

The Institution has augmented its infrastructure to keep pace with its academic growth through the following:

- Vertical expansion of the building at the main campus as proposed in the last report has led to the addition of another floor (1244 sq. mts). This expansion has enabled the addition of 8 classrooms, an auditorium with a seating capacity of over 250 along with a separate green room, a separate staffroom for commerce faculty, a book bank, a state-of-the art computer aided design studio, a spacious elevator and an additional staircase that connects all the four floors of the building.
- Rearrangement and reorganization of the existing infrastructure which has resulted in the creation of a separate research journal and a processing room as an extension of the central library and a common room housing individual workstations for all full-time faculty members.



AMOUNT SPENT ON ENHANCEMENT OF INFRASTRUCTURE IN THE LAST 5 YEARS (Rs. LAKHS)						
Sl. No.	Infrastructural Facilities Added	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
1	Construction	54.91	25.91	32.03	254.15*	46.18
2	Elevator	--	--	--	--	13.00
3	Electronic fire fighting	--	--	--	--	11.00
4	Generator	--	--	--	--	15.61
5	Water cooler	--	--	0.39	0.47	0.47
6	Closed Circuit TV	--	--	--	--	4.99
7	Attendance Swipe Card Machine	--	--	0.44	--	--
8	Public Address System	--	--	--	--	1.12
9	Lamination Machine	--	--	--	--	0.03
10	Photocopying Machine	--	--	--	1.45	--
11	Air-conditioners	14.35	3.89	2.30	1.56	--
12	Computers	9.53	6.29	4.46	12.12	5.08
13	Motor car	--	--	3.82	--	--
14	Microphones	--	0.51	--	--	0.47
15	Teaching Equipments	5.35	0.56	0.05	1.11	1.05
16	Furniture	13.14	3.91	6.63	16.70	6.30

*of this, 228 lacs was sponsored by the parent trust body

4.1.4 Does the institution provide facilities like common room, separate rest room for women students and staff?

Yes, for details refer to 4.1.1

4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

The college makes sterling plans to ensure optimal utilization of its infrastructural facilities. An overview is presented below.

• **Main Campus**

- a) The Department of Home Science and Commerce hold classes on a six-day week format – from Monday to Saturday.
- b) Staggering of classes is done for the various teaching programmes.



Departments	Timing
Commerce	7:00 AM to 12:00 PM
Home Science	9:00 AM to 3:30 PM
Certificate Courses in Home Science	10:00 AM to 12:30 PM
Short Term Courses	3:30 PM to 7:00 PM and during vacations

- c) An integrated room allotment chart and students' timetable carefully works out the overlapping timings of these two departments during 9:00 am – 12:00 noon.

- **Satellite Centre**

Infrastructural facilities at the satellite campus are shared with MMA and PG courses run by WBUT and AIMA respectively. The playground and the 800-seater auditorium located at the satellite campus is available for use by all the three Departments, whenever required.

- **Additional Features**

- a) Add-on courses are held beyond college hours
- b) Computer laboratories are shared effectively by all the departments.

4.1.6 *How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled student?*

For assisting differently-abled students the Institute has a ramp at the main gate, a manned elevator and a wheel chair at the Health Centre.

4.2 Maintenance of Infrastructure

- ### 4.2.1 *What is the budget allocation for the maintenance of (last five years data) (a) Land? (b) Building? (c) Furniture? (d) Equipment? (e) Computers? (f) Vehicles?*



BUDGET ALLOCATION FOR MAINTENANCE IN THE LAST FIVE YEARS (Rs. IN LACS)						
Sl. No	Facilities	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
a)	Land	--	--	--	--	--
b)	Building	0.80	5.80	7.70	23.00	40.90
c)	Furniture	0.40	1.00	1.00	3.60	4.00
d)	Equipment	0.30	0.40	0.40	0.50	0.80
e)	Computers	3.70	2.65	3.50	4.40	4.20
f)	Vehicles	0.65	0.75	0.95	0.80	0.70

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

The annual budget is prepared by the Chief Administrator of the Institute in consultation with the Principal in the month of February for the next financial year after taking into consideration many factors including the previous year's actuals, comparing trends over the last few years and then enhancing them by appropriate percentage. Every amount in the budget is based on logic and valid assumption. This results in a more or less near to accurate budget. To ensure optimum utilization of the budget, planning for execution of various proposals for the financial year is done. The actual expenditure is compared with the budgeted expenditure periodically and reallocations are done as and when necessary.

The Principal then supervises the execution of the budget in consultation with the Chief Administrator. Faculty member in-charge of a particular college activity / event oversees the optimal utilization of the allocated fund. Annual auditing is carried out by professional auditors.

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?



IV: Infrastructure & Learning Resources

The Institute has appointed a maintenance supervisor who supervises the day-to-day maintenance activities including repairs under instructions from the Principal. The maintenance work is effectively executed through a number of peons, sweepers and a gardener. There are two peons allotted to each floor of the college building.

Regular maintenance of various areas in the Institute is undertaken through contracts with the following agencies:

- a) Electrical connections and repairs are supervised by an electrician under monthly contract.
- b) Furniture repairing is done by carpenters under periodical contract.
- c) Computers - maintenance through AMC with two vendors (HI-TECH System and NET 2000).
- d) Photocopy Machine - maintenance through AMC with Canon India Pvt. Ltd.
- e) Water Purifier - maintenance through AMC with Zeolite India Pvt. Ltd.
- f) Aqua Guard - maintenance through AMC with Eureka Forbes Ltd.
- g) Generator - Currently under guarantee period, so no AMC
- h) Pest Control - maintenance through AMC with Bharat Pest Control
- i) Electronic Fire Alarm - Currently under guarantee period, so no AMC
- j) *Manual Fire Extinguisher* - Annual refilling by EMCOS Enterprise
- k) Security - 3 security personnel and 1 commando have been hired from Safe Security and Allied Services to man the main entrance at the main campus

All financial implications related to the maintenance and repair of infrastructure need prior approval from the Chief Administrator of the Institute.



4.3 Library as a Learning Resource

4.3.1. *Does the library have a Library Advisory Committee? What are its major responsibilities?*

The Institute has a constituted Library Advisory Committee at the main campus which comprises of the Principal, the Chief / Head Librarian, the Heads of the Departments, one faculty representative and one invited expert from outside the college.

The responsibilities of this committee are listed below:

- a) To provide directions for a structured and balanced growth of the library including improved facilities and innovative services
- b) To monitor proposals and decisions regarding disbursement of UGC book funds and college library funds for the purchase of books, journals, periodicals, magazines, CDs and other learning resources.
- c) To accept recommendations regarding purchase of titles and new editions from students and faculty members.
- d) To make and accept suggestions regarding reading and lending facilities keeping in view the satisfaction of all stakeholders.
- e) To ensure regular stock verification and inventory management by the library staff.
- f) To organize orientation lecture for students, book bazaar and other such activities.

4.3.2. *How does the library ensure access, use and security of materials?*

The library follows an open access system for students and faculty members. Books are arranged according to specific subject to make the access system user friendly. Catalogues (author-wise) are provided to facilitate search and access of books. Additional book number allows correct storage and maintenance of books.



Students are issued personal reading cards without which entry into the library is barred. In addition, lending cards are given to both students and faculty members for issuing books. Students are required to deposit their bags and belongings at the baggage counter before entering the library. Conditions of books are checked at the time of issue and return. Entry registers are maintained to get a feedback on the footfall. Closed circuit TVs have been installed inside the library to prevent any pilferage.

4.3.3 *What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)*

Library at the main campus has an annexed computer zone with power backed broadband internet connectivity of 100 mbps bandwidth for internet browsing and free access. The LRC at the satellite campus also provides internet facility. Reprographic facilities such as photocopying, printing, and tracing are also available.

4.3.4 *How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years?*

To ensure purchase of current updated titles and other resources, the following procedure is undertaken:

- a) Regular and prompt monitoring of funds allocated for purchase of books / journals, etc.
- b) Library personnel establish direct contact with publishers and collect updated catalogues from them.
- c) Information on new arrivals is gathered through advertisements in magazines, journals and the like.
- d) Students and faculty members can put-in their requisitions on a register that is monitored at frequent intervals. They can also



purchase a relevant book and submit the same to the library along with a bill. The Institute also encourages faculty members to purchase books from all over the country while traveling.

- e) During the book bazaars organized at the campus, students and teachers select books at discounted rates from the invited publishers.
- f) Librarians are encouraged to frequently visit local book fairs and discount sessions at book stores for purchasing books.

The optimum and effective use of all the resources at the library is ensured through the following:

- a) Attractive and prominent display of new arrivals including journals and periodicals.
- b) User-Orientation for new students by the library staff.
- c) Dispatch of circulars to faculty staff rooms announcing new arrival.
- d) Display of rules and regulation on the notice board.
- e) Counseling and promotion by word of mouth by the librarians.
- f) Recommending reference books by faculty members.
- g) Old editions are transferred to the student's book bank.

TOTAL EXPENDITURE ON BOOKS IN ALL THE 3 DEPARTMENTS DURING LAST FIVE YEARS (in Rs)				
Year	Departments			TOTAL (Year wise)
	Home Science	Commerce	Management	
2004-2005	1,04,645 (55,465)*	33,472	1,93,803.97	3,31,920.97 (55,465)*
2005-2006	47,338	51,709	3,04,987.70	4,04,034.70 (NIL)*
2006-2007	69,074 (43,208)*	68,586	9,89,881.50	11,27,541.50 (43,208)*
2007-2008	1,06,230 (50,309)*	42,016 (9,873)*	3,61,072.73	5,09,318.73 (60,182)*
2008-2009	2,16,912 (44,164)*	1,77,645 (18,455)*	6,56,233.50	20,50,790.50 (62,619)*
TOTAL	5,44,199 (1,93,146)	3,73,428 (28,328)	25,05,979.40	34,23,606.40

* of the total amount mentioned, the figures in the parenthesis indicate the amount spent from the UGC fund



Year	Departments			TOTAL (Year wise)
	Home Science	Commerce	Management	
2004-2005	4,315	2,875	21,600	28,790
2005-2006	4,690	3,275	53,380	61,345
2006-2007	6,750	3,525	24,000	34,275
2007-2008	6,120	4,150	72,460	82,730
2008-2009	10,235	10,450	64,517	85,202
TOTAL	32,110	24,275	2,52,397	2,92,342

4.3.5 Give details on the access of the on-line and internet services in the library to the students and faculty? (hours, frequency of use, subscription, licensed software etc.)

- **Hours:** Students have access to the 24 hrs internet connectivity at the internet zone inside the library which is open each day during the library hours (8:00 AM to 5:30 PM on all days except Saturdays, 8:30 AM to 1:00 PM on Saturdays). At the Department of Management, the library is open from 8:30 AM to 8:00 PM (Monday to Friday)
- **Frequency of Use:** Students can use the services as long as there is no demand by other students.
- **Subscription:** The LRC at the satellite campus subscribes to the Cygnus MBA Knowledge Portal-Platinum.
- **Licensed Software:** In addition, licensed software Brainlib by Brainware has been installed in the library.

4.3.6 Are the library services computerized? If yes, to what extent.

The library services are partly computerized and can generate the following information through the Brainlib software that has been installed:

- a) Inventory of books under different subject headings, titles and authors along with details like name of the publisher, date and year of publication, price of the book, etc.



- b) Records of books that have been withdrawn like damaged, donated, sold etc.
- c) Preparation of catalogue card.
- d) Membership history.
- e) Issue history of each user in an academic year.
- f) Searching and cataloguing option – subject-wise, author-wise and title-wise.

4.3.7 Does the institution make use of INFLIBNET / DELNET / IUC facilities? If yes, give details.

No, the Institute currently does not use these facilities.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

Refer to 4.3.4

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

The Institute does not have any such facilities. The Institute, however, has an annual membership with the British Council Library and The American Library at the American Centre. Faculty members of the Institute can avail of lending facilities from these libraries.

4.3.10 What are the special facilities offered by the library to the visually and physically-challenged person?

The Institute does not have any special facility regarding this.

4.3.11 List the infrastructural development of the library over the last two years.



- a) Improved ambience through air-conditioning, laminated flooring, etc.
- b) Impressive increase in the numbers of books, journals and magazines.
- c) Creation of an audio-visual learning resource (CD and DVD) section.
- d) Extension through a separate research journal section and book bank.
- e) Addition of an annexed room demarcated as 'internet zone' for students.
- f) Provision for group studying in a separate room equipped with a computer.
- g) *Installation of closed circuit* TVs for efficient monitoring and minimizing pilferage.
- h) Replacement of the old photocopy machine with a new model (IR2230) under exchange scheme.
- i) Increased storage space through inclusion of a separate processing and storage room and through purchase of new cabinets.
- j) Purchase of other supporting equipments like ladder, trolleys, laminating machine, etc.
- k) New rack for displaying magazine.

4.3.12 *What other information services are provided by the library to its users?*

All important college notices, rules & regulation, posters announcing new add-on courses by other institutes and other related information are displayed on the notice board inside the library.



4.4 ICT as learning resources

4.4.1 *Does the institution have up-to-date computer facility? If yes, give details on the available hardware and software. (Number of computers, computer-student-ratio, stand alone facility, LAN facility, configuration, licenced software etc.)*

Yes, the college has up-to-date computer facilities

DETAILS ON THE AVAILABLE HARDWARE AND SOFTWARE AT THE MAIN CAMPUS								
Item	Details							Number
Computers	Details given below							196
Computer : Students Ratio – 1: 1 during all practical classes								
Configuration of Computer Resources								
Licensed Software	AutoCad LT 2000 with learning Assistance							1
	AutoCad 2010							1
	Tally IEST.2							1
	FACT version 20X (Business Accounting)							1
	FACT version 35.02 (Business Accounting)							1
	ACE 8.0 (Business Accounting)							1
	ACE (X-ISC)							1
	Adobe Photoshop CS2 with total training video workshop							1
	Pagemaker 7.0							1
	Adobe Pagemaker 7.0							1
	Corel Draw X3							1
	Macromedia Freehand MX version 11.0.1							1
	Graphic Suite 1-4							4
	STM version 2 (Editor independent, multi language)							1
	SPSS integrated data analysis software							1
Norton Anit-Virus							1	
Cygnus Integrated portal Platinum							1	
Other Hardware	Printers		HP Lazer Jet 1020				10	
			HP Lazer Jet 1020+				2	
			HP Lazer Jet 1011				1	
			HP Lazer Jet 1000				1	
			HP Lazer Jet 25502 (Colour)				1	
	Scanners		HP ScanJet 3770				1	
			HP ScanJet 2400				1	
Stand Alone Facility	MOTHER BOARD	PROCESSOR	RAM	HDD	CD/DVD DRIVE	MONITOR	UPS	NUMBER
	Intel 945	Dual Core-1.6 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC-3KVA	8
	DG31PR	Dual Core-1.6 GHZ	1GB	80 GB	DVD-RW	Sam 15" TFT	APC500 VA	4
	DG31PR	Dual Core-1.6 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	Microtek 800	1



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	D915GUX	Dual Core-1.6 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	Microtek 800	4
	Intel 845	3 GHZ	512 MB	80 GB	CD-RW	LG	Digital600VA	8
	Intel 915	3 GHZ	512 MB	80 GB	CD-RW	LG	Digital600VA	2
	Intel 915	2.4 GHZ	512 MB	80 GB	CD-RW	LG	Digital600VA	1
	845GVSR	P4-3 GHZ	512 MB	40 GB	CD-RW	Sam 15" TFT	APC500VA	2
	845GVSR	P4-3.0 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC500VA	1
	845GVSR	3.0 GHZ	512 MB	40 GB	DVD-RW	Sam 15" TFT	APC3KVA	3
	845GVSR	3.0 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC3KVA	1
	845GVSR	P4-2.4 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC500VA	3
	MOTHER BOARD	PROCESSOR	RAM	HDD	CD/DVD DRIVE	MONITOR	UPS	NUMBER
	845GVSR	P4-3.0 GHZ	512 MB	40 GB	DVD-RW	Sam 15" TFT	APC3KVA	1
	845GVSR	P4-1.9 GHZ	512 MB	40 GB	CD-RW	Sam 15" TFT	APC500VA	1
	865GVSR	P4-2.99 GHZ	512 MB	40 GB	CD-RW	Sam 15" TFT	APC500VA	2
	865GVSR	P4-2.4 GHZ	1 GB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
	865GVSR	P4-3.0 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
	Intel 945	Dual Core-1.6 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC500VA	1
Configuration with LAN Facility	MOTHER BOARD	PROCESSOR	RAM	HDD	CD/DVD DRIVE	MONITOR	UPS	NUMBER
	Intel 945	Dual Core-1.6 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	APC500VA	2
	Intel 945	Dual Core-2.4	1 GB	80 GB	DVD-RW	LG	Digital 600VA	4
	Intel 945	1.6 GHZ	512 MB	40 GB	CD-RW	Sam 15" TFT	Microtek 800VA	4
	Intel 945	3 GHZ	512 MB	80 GB	DVD-RW	Sam 15" TFT	Digital 600VA	1
	Intel 945	1.6 GHZ	512 MB	80 GB	CD-RW	LG	Digital 600VA	1
	Intel 945	1.6 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	Digital 600VA	1
	Intel 945	P4-3 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	Digital 600VA	1
	Intel 945	P4-3 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	Microtek 800VA	1
	Intel 945	P4-3 GHZ	512 MB	80 GB	CD-RW	LG	Digital 600VA	5
	Intel 945	P4-3.0	512 MB	250 GB	CD-RW	Sam 15" TFT	1KVA	1
	Intel 865	3 GHZ	512 MB	40 GB	CD-RW	LG	Microtek 800VA	2
	Intel 845	Dual Core 1.6	512 MB	80 GB	CD-RW	Sam 15" TFT	Digital 600VA	1
	Intel 845	Dual Core 1.6	512 MB	80 GB	CD-RW	LG	Microtek 800VA	1
	Intel 845	1.9 GHZ	512 MB	40 GB	CD-RW	LG	Microtek 800VA	1
	Intel 845	2.4 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	Microtek 800VA	1
	Intel 845	2.4 GHZ	512 MB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
Intel 845	3 GHZ	512 MB	80 GB	CD-RW	LG	Microtek	1	



	Intel 845	3 GHZ	512 MB	80 GB	CD-RW	LG	800VA Digital 600VA	2
	845GVSR	P4-2.4 GHZ	1 GB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
	865GVSR	P4-3.0 GHZ	512 GB	40 GB	CD-RW	Sam 15" TFT	1KVA	1
	865GVSR	P4-3.0 GHZ	512 GB	80 GB	CD-RW	Sam 15" TFT	1KVA	1
	865GVSR	P4-2.4 GHZ	1 GB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
	865GVSR	P4-2.99 GHZ	256 GB	80 GB	CD-RW	Sam 15" TFT	APC500VA	1
	GC101	P4-3.0 GHZ	1GB	250 GB	CD-RW	Sam 15" TFT	APC500VA	1
DETAILS ON THE AVAILABLE HARDWARE AND SOFTWARE AT THE SATELLITE CAMPUS								
	MOTHER BOARD	PROCESSOR	RAM	HDD	CD/DVD DRIVE	MONITOR	UPS	NUMBER
	845 GVSR	P4-2.4 GHZ	256MB	40GB	CD-RW	Sam 15" CRT (colour)	Shared	82
	845 GVSR	P4-2.4 GHZ	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	4 +7*
	845 GVSR	P4-1.8 GHZ	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	1 + 1*
	845 GVSR	P4-1.8 GHZ	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	1.5 KVA	1
	845 GVSR	P4-1.8 GHZ	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	Shared	3
	845 GVSR	P4-HCL	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	2 + 1*
	915	P4-HCL	256DDR	40GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	6
	945 GCNL	P4-2.0	1GB	160GB	DV-DW	Samsung 15" TFT	APC500VA	3*
	915VWV	P4-2.66	256DDR	80GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	1*
	810	P3-933-128	128 SD	10GB	CD-RW	Samsung 15"CRT (Colour)	APC500VA	1*
Other Hardware	Printers	HP Lazer Jet 1000						1
		HP Ink Jet 3650						1
		HP Ink Jet 2550						1
		HP Ink Jet 610						1
		Dot Matric LX-300						1
	Scanners	HP 3900						1
* stand alone facility								

4.4.2 *Is there a central computing facility? If yes, how is it utilized for staff to students?*

A central computing facility connected with a server through LAN has been installed. Through the MIS, daily records on attendance, lectures taken, etc. are maintained. The same has been there at the Department of Management since the last four years; however at the main campus it has been instituted recently.

4.4.3 *How are the faculty facilitated to prepare computer-aided teaching / learning materials? What are the facilities available in the college for such efforts?*

Each full-time teacher at the Institute has been provided a personal work station equipped with a computer and internet facility along with scanning and printing facilities. The classrooms are equipped with overhead projectors and white / green boards. There are LCD projectors installed in some rooms that can be used by the faculty members. Subject oriented educational audio-visual CDs and DVDs have also been purchased and have been kept in the library for the use of faculty members and students.

At the Department of Management, every classroom is equipped with a desktop computer connected to LCD projectors.

4.4.4 *Does the institution have a website? How frequently is it updated? Give details.*

The Institute has its own website (www.jdbikolkata.com) to which the Department of Management (www.jdbimanagement.org.in) is linked, The website was completely redesigned in the year 2008. New features were added. The website is regularly updated as and when required.

4.4.5 *How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for*

update, deployment and maintenance of the computers in the institution?

Attention is given to proper maintenance of the computers at laboratories, workstations and administrative offices. The computer system is upgraded wherever required. AMC with renowned vendor HI-TECH Systems and NET 2000 help in achieving this.

PROVISION MADE IN THE ANNUAL BUDGET FOR UPDATE, DEPLOYMENT AND MAINTENANCE OF COMPUTERS	
Year	Amount (in lacs)
2004-2005	3.70
2005-2006	2.65
2006-2007	3.50
2007-2008	4.40
2008-2009	4.20

4.4.6 How are the computers and their accessories maintained (AMC, etc.)?

All computers and their accessories are covered through an AMC with two renowned vendors (mentioned above). Further all the machines are connected to UPS / CVTs to ensure prevention of damage from unexpected voltage fluctuations. Also the computers are connected to a separate circuit with recommended earthing onto a distribution board with miniature circuit breakers and isolators. Regular cleaning of computers, peripherals and accessories are also followed.

4.5 Other Facilities

4.5.1 Give details of the following facilities: (a) Capacity of the hostels (to be given separately for boys and girls), (b) Occupancy, (c) Rooms in the hostel (to be given separately for boys and girls), (d) Recreational facilities, (e) Sports and Games (Indoor and outdoor) facilities, (f) Health and Hygiene (Health



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care Centre, Ambulance, Nurse, Qualified Doctor) (full time/part time etc.)

- a) **Capacity of Hostels:** There is no hostel facility provided by the college. However, the Institute remains updated on availability of nearby hostels, PG accommodation and other boarding and lodging facilities available in the neighborhood. On queries, such information is conveyed to students.
- b) **Occupancy:** NA
- c) **Room in The Hostels:** NA
- d) **Recreational Facilities:** There are ample facilities available to student for their recreational activities.
 - i. Canteen, common room with number of indoor games, terrace, lawn etc. are provided for their leisure.
 - ii. *Picnics, educational excursions, and both national and international pleasure trips are organized annually by the Institute.*
 - iii. A spacious well ventilated auditorium with a modern sound system and an 250 seating capacity is available for hosting institutional programmes (annual show, fresher's and farewell parties, seminars, Independence Day and Saraswati Puja celebrations and events). An open assembling area is present in the campus for all the cultural programmes.
 - iv. Light reading materials including fiction, magazines, newspapers, etc are available for the students at the library.
 - v. The library also houses a good collection of inspirational and educative movies on CDs / DVDs which are shown to the students occasionally.
 - vi. A music system is also made available to the students whenever needed for recreational purpose.



e) **Sports & Games:**

- **Indoor games:** Common room is provided for all the indoor games which include carom, chess, dart, Chinese checker, table tennis, etc.
- **Outdoor games:** For all other outdoor sports activity, the satellite campus ground is available. The Institute hires Rabindra Sarobar Stadium for hosting the Annual Sports. The Institute has also availed facility of certain sports clubs in the city. Arrangement for a Badminton court is made on the college lawn during the winter months.

f) **Health & Hygiene:** College has a well equipped Health Centre managed by a fulltime qualified nurse which was earlier under the supervision of a qualified full-time faculty who was also an MBBS doctor. This centre is equipped with 2 beds, an oxygen cylinder, a wheel chair and complete first-aid kit with few immediate medicines.

Free psychological counseling through a trained counselor is provided for students and faculty members.

The campus is kept clean and in order with the help of a fleet of peons and sweepers. A number of dustbins are provided at various places. Disinfectants are used regularly to clean the floors and water purifiers are attached to the water coolers. The drinking water is tested annually by M/s Zeolite India Pvt. Ltd.

4.5.2 *How does the institution ensure participation of women in intra and inter institutional sports competitions and cultural activities?*



The Departments of the Institute cater mostly to women candidates. Thus, women predominantly represent the main participants in both intra and inter institutional competitions.

The Institute itself carries out various inter departmental competitions on table tennis, dart, badminton, chess, sudoku, creative posters, etc. Students are given a platform to showcase their talents on various occasions such as seminars, debates, quizzes, talent show (dance, singing, reciting), sports, bazaars / sales (entrepreneurial skills), etc. Students are always encouraged to participate in inter institutional cultural activities and are occasionally trained by the faculty members. Students participating in such events get full support and approval from the institute and leave of absence is granted for that period.

4.5.3 Give details of the common facilities available with the institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet café, transport, drinking water etc.)

- Institute has four spacious air-conditioned staff rooms.

The general staffroom is equipped with tables, chairs and sofas for relaxing, individual lockers, and racks for registers, electrical gadgets (refrigerator, microwave oven, toaster and electrical kettle). A music system is also provided for the relaxation of faculty members. Telephone with intercom facility is also available. It is also connected with a washroom.

At the teacher's workstations (one each for each department), each full-time faculty members is provided with an individual workstations with storage space and personal computer. Refer to 4.4.3

- **Common room** - For details refer to 4.5.1.



- Each floor at the main campus has separate **rest rooms** with three toilets each. The satellite campus has restrooms separately for female and male students. There are rest rooms for the administrative and class-D staff.
- **Health centre** - *For details refer to 4.5.1.*
- The Institute has hired the **parking area** in front of the main campus to park four cars. For this the Institute pays a monthly fee of Rs. 2000/- to the Kolkata Municipal Corporation.
- The Institute has hired a **guest house** (at a rent of Rs. 50,000/- per annum) which is utilized for conducting the '*Residential Management Training Classes*' for final year BSc students and for accommodating guests as and when required.
- **Canteen** - *For details refer to 4.1.1.*
- A **public telephone** facility is available for the common use. **Intercom facilities** are available in all major rooms in the college (entrance to the college, Principal's Office, Principal's personal assistant's room, general office, staffrooms, library, computer laboratory and on the corridor of each floor).
- The Institute owns **two cars** for official and personal use of the Principal and the Director. For other needs, it maintains contacts with leading transport companies, from which it hires cars as and when the need arises.
- Each floor of the college is provided with **water coolers** that supply clean, hygienic and scientifically tested drinking water.
- A 13 person capacity **elevator** connects all the floors at the main campus and there is also an elevator at the satellite campus.
- An **electronic fire alarm** system along with manual fire extinguishers on each floor. A 50,000 gallon water tank on the campus is capable of coping with any emergency.



- An environment friendly smoke free generator with a capacity of 180 KB provides backup power in the event of power cuts.
- 5 closed circuits TVs have been installed at the entrance and the library to monitor security and safety.

4.6 Best Practices

4.6.1 *What innovations / best practices in 'Infrastructure and Learning Resources' are in vogue or adopted / adapted by the institution?*

- a) The Institute identifies requirements followed by appropriate planning and speedy execution of plans for augmenting infrastructure and learning resources.
- b) A well maintained, neat and clean campus. The Institute was awarded '*Best Maintained College*' by the Lions Club of Calcutta in 2008
- c) Maximum utilization of space is achieved by sharing of classrooms and effective time management.
- d) Air conditioned and well-lit classrooms provides conducive environment to teaching-learning..
- e) Faculty members are encouraged to use computer aided study material for the lectures. Each faculty member is provided with an individual computer.
- f) Institutional membership with British Council Library and American Library.
- g) Faculty members & students have freedom to put in a requisition for books / magazines / journals etc at the Library.
- h) All project reports, research documentations are stored in the college for development and reference of further research work / activities.



- i) A small library has been set up for the class-D staff of the Institute.
- j) Home Science laboratories have their own resource centres and seminar libraries.
- k) College provides raw materials required for conducting practical classes in the Department of Home Science.
- l) Latest and modern gadgets installed for security and safety (closed circuit TVs, electronic fire alarm, public address system etc).

FOR RE-ACCREDITATION

Question 1: *What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?*

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- The Institute has build up a good infrastructure and developed learning resources over the past 42 years.
- The Institute also has a hired a flat to conduct its *Residential Management Training*.
- The classrooms are spacious and well ventilated.
- Most of the laboratories are very well equipped and maintained.
- The Institute takes pride in having a computer centre with about 100 desktop computers.
- The Institute also has a well-equipped audio-visual centre which is utilized for effective teaching-learning.
- The Institute also has the provision of using a 800-seater auditorium located at its satellite centre.
- The Institute has a faculty with medical degree who offers free and prompt



medical advice and services.

- The departmental libraries have a collection of 9000 books and 18 journals. The libraries are computerized and reprography facilities are available in the libraries.

RECOMMENDATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

During the previous assessment, the peer team had recommended the following:

- **Need to acquire more books and journals**

The number of books has increased from 8540 to over 20,000 during the last five years. 24 numbers of research journals have been added. Other

impressive features added to the library includes a separate research journal section, an internet zone for students, assortment of audio-visual aids, a processing room, a separate room for students to enable group studying, student's book bank.

- **Establish a central library**

The physical separation between the main and the satellite campus is a constraint on the formation of a central library. However, students from both the campuses share the resources of both the libraries as and when required.

- **Improve canteen facilities**

Canteen facilities have been improved; a tie-up with Coffee Day and Nestle has been made keeping in view popular demands from students at the two campuses respectively.

- **Provide for a college hostel**

In the absence of space for hostel facility, the Institute takes all measures to keep students updated on the availability of PG accommodation in the nearby locality.

Question 2: *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?*



1. An additional 1244 sq mts of space has been added to keep pace with the increase in the number of students and courses.
2. The ambience of the college has been improved by new flooring. A favourable environment particularly during the hot summer months has been facilitated through air-conditioning of the classrooms.
3. Extension of the library (*refer to 4.1.1 and 4.3*) and provision of a stock of audio-visual teaching aids.
4. Upgradation of the Health Centre under supervision of a trained and qualified in-house nurse; *refer to 4.5.1*
5. Promotion of ICT in teaching-learning through provision of personal computers to each full-time faculty member and two fold increase in the number of computers. Several softwares and some LCD projectors have also been purchased.
6. An auditorium has been provided for facilitating co-curricular and extra-curricular activities.
7. Proper maintenance of the infrastructure through effective AMCs (*for details refer to 4.2.3*).
8. Security at the campus has been improved; *refer to 4.5.3*.
9. To provide uninterrupted supply of power, backup facility has been provided through an environment friendly smoke free generator.
10. Space to have an instrumentation laboratory for promotion of research has been identified and the infrastructure for the same is being developed.
11. Other additional features – Computer-aided design studio; a utility store for students; conference room; visitor's room; library, leisure and restrooms for class-D staff; elevator and an emergency staircase.

The College has received Gurukul awards for 'Best Maintained College' by Lions Club of Calcutta, Mother Teresa Sarani, Kolkata in 2008



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Library at the main campus



The Learning Resource Centre at the satellite campus



The newly constructed state-of-the art 250 seater auditorium at the main campus



A utility store for all at the main campus



Canteen run by 'Coffee Day' at the main campus



Canteen run by 'Nestle' at the satellite campus



An upgraded health centre at the main campus



Common room for students to spend their leisure time



Internet zone and reprographics facilities in the library



Residential Management Training at the guest house hired by the management



State-of-art computer laboratory



Trophy received , 'Best 'Maintained College'



Criterion-V

STUDENT SUPPORT & PROGRESSION

5.1 Student Progression

5.1.1 Give the socio-economic profile (General, SC / ST, OBC etc.) of the students of the last five batches.

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
General	1231*	1240*	1235*	1169*	1224*
SC	9	11	6	4	9
ST			1	--	--
OBC	1	--			
TOTAL	1241	1251	1242	1173	1233

* a significant number belongs to minority communities

5.1.2 What are the efforts made by the institution to minimize the dropout rate and facilitate the students to complete the course?

To minimize the drop-out rate and strengthen student retention, the Institute has made the following efforts:

- Making teaching-learning student centric through the use of modern teaching aids that help students learn faster and retain better.
- Offering bridge / remedial courses for slow learners.
- Providing continuous internal assessment that help students to assess themselves before final semester examination and take remedial measures.
- Maintaining an impressive teacher-student ratio which enables the former to give individualized attention.
- Encouraging mentoring by teachers. TSB system also ensures mentoring, as faculty members, on a daily basis, keep track of students lagging behind and bring them at par



- f. Providing freeship / financial support to meritorious students with financial handicap.
- g. Maintaining updated attendance records and notifying the status of attendance to students every month.
- h. Interacting with parents during parent-teacher meetings that are arranged whenever required to address students' problems.

5.1.3 *On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years. (UG to PG to PhD and /or to employment)*

PERCENTAGE OF THE GRADUATING STUDENTS WHO PROGRESS TO HIGHER STUDIES AND EMPLOYMENT			
Departments		Progression to higher studies	Employed
Department of Home Science	Graduates	71% (105)*	47% (105)*
	Postgraduates	0.1% (39)*	69% (39)*
Department of Commerce		90% (198)*	2.3% (198)*
Department of Management		74% (97)*	21% (97)*
* the parenthesis shows the number responding to a telephonic survey Data for Home Science and Management are for 2006-2007 and 2007-2008; while the data for Commerce is for 2007-2008 and 2008-2009 sessions			

5.1.4 *How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students have been employed? (average of last five years)*

The Institution facilitates placement of its outgoing students in the following ways:

- a) Compulsory internship / vocational training during the course of study for a period of 4-8 weeks provide students with an opportunity to get placed at the organization where they intern.
- b) Corporate houses and other enterprises are encouraged to approach the Institute for placement of students whenever they have vacancies.



- c) Faculty members informally counsel and guide students while selecting appropriate career paths. Also several career counselling workshops are organized for the students.
- d) Educational trips undertaken by every section of the Department of Home Science all over the country provide a vital platform for gaining practical knowledge and to build contacts for future employment.
- e) The Institute had formally constituted a Placement Cell in 2003; however, as the college mostly offers undergraduate courses most of the students graduating from the Institute progress to higher studies. It has not been possible to organize placements for the students on a sustained basis. However, with an aim to explore possibilities even in such a situation, the Institute has appointed a placement officer.
- f) To improve career prospects among students, new job-oriented courses have been introduced.

Refer to 5.1.3 for data on the proportion of the graduating students who are employed.

5.1.5 *How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations. (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services – IAS, IPS, IFS, Central/ State services etc.)*

There is no special facility to support students for appearing in competitive examinations; however the following efforts are made to help students in this respect:

- a) Department of Commerce being a morning section provides students with ample time to prepare for their competitive exams and pursue



articleship as a part of CA training. On the other hand students from the Department of Management prepare for competitive examination or gather work experience during the daytime as their classes begin only after 1:30 PM.

- b) Informal guidance and personal counselling is provided by faculty members to interested students preparing for competitive examinations.
- c) A well-stocked library is accessible to current as well as ex-students. In the absence of any formal coaching offered by the Institute it is difficult to give data on students qualifying the various competitive examinations. However, as per the information available, six students have cleared the NET examination – Rajlakshmi Guha (2004-2005), Indrani Biswas (2004-2005), Shraddha Agarwal (2005-2006), Anita Chamaria (2005-2006), Ritushree Ray (2005-2006), Dipika Chowdhury (2006-2007) and Ruchi Kharkia (2007-2008). Shraddha Agarwal has also qualified the GMAT exam.

5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc. (Last five years' data)

The Institute is the only college affiliated to Jadavpur University which is unitary in nature and hence the college average is also the university average for each department.

For details on pass percentage, distinctions and university ranks refer to Q 5 of Criteria Input V.

University gold medals are awarded to the rank holder (topper) in each department.



5.2 Student Support

5.2.1 *Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?*

The Institute annually publishes an updated prospectus for each department and a college magazine. The college website is updated as and when required. Ex-students of the Institute are kept well informed about the events of the Institute through annual Alumni Newsletter.

The prospectus of each department serves the dual purpose of a handbook and contains information on the vision, mission and objectives of the Institute, its brief history, the affiliating university, the nature and purpose of each course, composition of the administrative bodies, faculty profile, technical and administrative staff, curriculum with allotment of marks for each paper, admission procedure and eligibility criteria, fee structure, scholarships, awards / prizes, evaluation systems and methodology, infrastructure and facilities, co-curricular and extra-curricular activities, students support services, important rules and regulations including those on ragging, almanac containing the holiday list, dates of examination and college and library timings.

The Institute publishes a magazine annually which features the literary works of the students and faculty members. The best seminar given by students from each department / section, other informative articles and reflections by them, prose and poetry written by them, educational excursion and other extra-curricular activities, awards given to meritorious students, etc all feature in this magazine that is published every year.

The Alumni Association of the Institute releases an alumni newsletter at the end of each year to keep the members abreast about the happenings of the college and the events that the association would be organizing



along with other activities that it would be undertaking in future apart from details on the membership of the association.

5.2.2 Does the institution provide financial aid to students? If yes specify the type and number of scholarships/freeships given to the students during the last academic year by the Institution (other than those provided by the social welfare departments of the State or Central Governments)

The Institute provides merit-cum need based financial aid to students.

Departments	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Department of Home Science	NIL	1 (14,040)	2 (28,080)	1 (19,440)	0
Department of Commerce	1 (4,600)	2 (23,280)	2 (32,880)	2 (25,560)	1 (19,200)
Department of Management	NIL	NIL	NIL	2 (50,400)	1 (33,600)
TOTAL (amount)	4,600	37,320	60,960	95,400	52,800

5.2.3 Give details of schemes for student welfare? (insurance, subsidized canteen facilities, special diets, student counseling support, 'earn while you learn' scheme etc.)

Prominent welfare schemes provided by the Institute for students include the following:

- Freeships for meritorious students with economic handicap.
- Accidental insurance of Rs.50,000/- for each student.
- Free psychological counselling under a trained and qualified counsellor.
- Bridge and remedial classes for slow learners.
- Add-on courses like *Soft Skills and Personality Development* for all undergraduate students.



- f) Placement through internships and career counselling through workshops.
- g) Practical knowledge through educational excursions.
- h) Well equipped Health Centre.
- i) A well maintained and hygienic canteen which is open on all weekdays during the college timings.
- j) Utility store and reprographic facilities.

5.2.4 What type of support services are available to overseas students?

The Institute does not provide special facilities for foreign students; however, they are entitled to avail of all facilities provided to other students.

5.2.5 Give details of the placement and counseling services for the students?

- **Placement:** Refer to 5.1.4.
- **Academic counselling:** This has been facilitated through various workshops as listed below.
 - a) Counselling Session on '*Education in UK*' was organized by London School of Commerce in collaboration with Charles Stuart University and Northumbria University, UK for students from the Department of Commerce (2004-2005).
 - b) Presentation on '*Career opportunity in Hospitality Industry*' was made by Frank Finn Institute (2004-2005).
 - c) Workshop on '*Career Opportunities after acquiring Bachelors and / or Master's Degree in Home Science*' was conducted in 2005-2006.



- d) A career counselling session on '*Opportunities available to present Commerce students*' was organized by ICWAI (2005-2006).
- e) An orientation programme on '*CAT aspirants*' was conducted by TIME for students from the Department of Commerce (2005-2006).
- f) A career counseling session was organized by KIDZEE for the undergraduate Home Science students and students undergoing short-term course in Montessori training (2006-2007).
- g) Department of Management, in association with Education Times (The Times of India) organized a counseling session on '*Study Abroad*', '*Look at IT*', and '*Retail Management*' for the students (2007).
- h) A lecture on '*Management Education in India*' was organized for Commerce students in association with ICFAI (2007).
- i) Faculty from ERUDITE conducted a workshop on '*Strategies that can be explored by the aspiring CAT students*' (2007).
- j) Students had attended a conference on '*Careers in Real Estate*' organized by CREDAI (2009).

5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?

Students of the Home Science Department are taught entrepreneurial skills through practical lessons in *Food Preservation, Cookery & Bakery, Early Childhood Education, Printing & Garment Manufacturing, Interior Designing* and other such areas which are taught as a part of the curriculum. *Entrepreneurship Management* and *Fundamentals of Entrepreneurship* are taught as compulsory papers in MSc (Resource Management) and Final year BCom respectively. *Entrepreneurship* is a



compulsory paper in the 4th semester for the students undertaking the Management (BBA) course.

Self employment opportunities are also provided through various short-term vocational courses (*Montessori Training Course, Cookery & Bakery Course, Tanjore Painting, Jewellery Designing, Artistic Craft* etc).

Entrepreneurial skills are promoted through exhibition-cum-sales organized by the Institute (E.g '*Caritas - An endeavour to encourage the underprivileged*' and food sales where students made products and sold them).

Several students who have graduated from this institution in the recent past have emerged as successful entrepreneurs.

5.2.7 Does the faculty participate in academic and personal counseling? If yes, give details on services provided during the last academic year?

Faculty members advice students individually and in groups on academic and personal matters.

- Academic counselling is provided to students during orientation lecture delivered by the Principal on the first day of college. Orientation talks are given by faculty members, who guide the Home Science students to select suitable specialization according to their abilities in the final year. Faculty members also identify students endowed with special aptitude and regularly orient them towards higher studies. *For details on academic counselling refer to 5.2.5.*
- Healthy interactions between teachers and students promote trust that helps students to approach teachers with their problems without diffidence and discuss them. The problems are then catered to with full compassion, support and confidentiality. To deal with social and



emotional issues, psychological counseling is provided to help students tide over difficult times; for this purpose a trained counsellor is available thrice a week.

5.2.8 *Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the centre*

The Institute caters mostly to women students (Department of Home Science and Commerce are meant only for women students and the Department of Management although being co-educational has an equitable ratio of male and female students), the need for forming a separate women's cell for guidance and counselling has not been felt.

5.2.9 *Is there a Cell / Committee constituted for prevention / action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)*

Two departments of the Institute cater primarily to women students and as such there is no need for forming a separate cell for prevention of sexual harassment among them at the main campus. The Principal and faculty members informally address all issues related to sexual sensitization among young girls. A number of lectures and workshops have been conducted to this effect.

The Department of Management being co-educational, teachers and administrative staff at the Department are instructed to leave only after all the students have left. The Department has recently formed a gender harassment committee to monitor grievances related to the same.

No complaint of sexual harassment has been reported in the last five years.



5.2.10 *Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.*

The college has a 'Grievance Redressal Cell' to redress the grievances of the stakeholders. The college has a grievance box where the students, faculty and other staff members of the Institute can deposit their written grievances on academic, financial, infrastructural issues. The Principal / Director then address the issues promptly and judiciously and redress them, sometimes with the intervention of the management. As a result of this mechanism, the college has an amiable ambience and agreeable work culture with an inherent goodwill and mutual understanding among the stakeholders.

- **Functions of the Grievance Cell**
 - a) To redress the problem raised by students and other members.
 - b) To act in liaison with student's council and look into its problem promptly.
 - c) To maintain confidentiality.

MAJOR GRIEVANCES REDRESSED DURING THE LAST TWO YEARS		
	Grievance	Redressed
Students	Inadequate number of books in the Commerce section of the library	The number of books were increased
	Compact routine to enable students to attend CA tutorials	Most classes in the Commerce Department finish by 10:00 AM
	Unimpressive menu and lack of variety of food at the main campus college canteen (Neeta Khaitan & Nestle)	Contract given to a new vendor (Coffee Day)
	Poorly maintained restrooms and no soap dispensers	Frequent cleaning of restrooms and providing soap dispensers
	Rude behaviour of Class-D staff at the library	Duty of the concerned staff member was immediately shifted to another area with a warning
	Students wanted to remain updated on their attendance status	Putting up attendance list every month on the notice board
	Special permission for studying in groups in the library which is a silence zone	Separate room with a computer was provided for group studying



Popular demand for starting MSc in Food & Nutrition and MSc in Textiles & Clothing	These courses have been introduced in the academic session 2009-2010
Inadequate lighting in the laboratories	All the lights were changed to CFL
Extremely hot atmosphere in the classrooms during the months of May and June	Air-conditioners were installed in all the classrooms

5.2.11 Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.

Computer literacy is provided to all students to ensure global competency and employability. This is achieved through an updated curriculum and modern ICT-enabled infrastructure.

COMPULSORY COURSES IN THE CURRICULUM	
Class	Name of Subjects/Courses
DEPARTMENT OF HOME SCIENCE	
First BSc, Department of Home Science	<i>Computer Fundamentals</i>
MSc in Composite Home Science	<i>Communication Technology</i>
MSc in Resource Management	<i>Communication Technology</i> <i>Computer aided Designing</i>
MSc in Human Development	<i>Communication Technology</i> <i>Computer Application</i>
DEPARTMENT OF COMMERCE	
3 rd year, Department of Commerce	<i>Information Technology in Business-I</i> <i>Information Technology in Business-II</i>
DEPARTMENT OF MANAGEMENT	
1 st year, Department of Management	<i>Computer Organization and Architecture</i> <i>Computer Fundamental Lab</i> <i>Computer Programming and Application</i> <i>Computer Programming Lab</i>
2 nd year, Department of Management	<i>Computer Networking and Security</i> <i>Database Management Lab</i> <i>Financial Accounting and Multimedia Lab</i>
3 rd year, Department of Management	<i>Enterprise Resource Planning and Systems Management</i> <i>Business Information Systems</i>



All final year students prepare PowerPoint presentations for their seminars. Additionally the use of TALLY and FACT is taught in the Department of Commerce.

Full-time IT faculty members have been appointed in all the three departments. In addition part-time and specially trained visiting faculty from ARENA-Multimedia conducts some of the practical classes.

5.2.12 What value-added courses are introduced by the institution to develop life skills, career training, community orientation, good citizenship and personality development of the students?

- a) Department of Commerce conducted a course in BEC (*Business English Certificate*) in collaboration with British Council where students were awarded certificates.
- b) Training in *Soft Skills and Personality Development* is offered to all students in association with Supersoft, an NGO.
- c) *Lifeskill Development Programme* was conducted by Sankalp at the Department of Management.
- d) Training in *first-aid* is organized in association with St. Johns Ambulance.
- e) Value added certificated course in TALLY and FACT in collaboration with Vedika Software was offered to students of the Commerce Department.
- f) Value-added programmes are regularly arranged in the form of *educational excursion, field visits, workshops and seminars.*

5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?

The Institution ensures safety and security of the students, faculty and the institutional assets in the following ways:



- a) The main door of the Institute is manned by security guards equipped with metal detector. Students, faculties and other members cannot enter the campus without an identity card. Visitors have to enter their details in a register kept at the entrance.
- b) Five closed circuit TVs are installed at different vantage positions of the college including the library.
- c) Institute has a well-equipped electronic fire fighting system, manual fire extinguishers and a water reservoir with a capacity to hold 50,000 gallons of water. There is also a fire exit and a special staircase for emergencies. A fire drill is conducted periodically to prepare students and staff for any emergency.
- d) A public address system has been installed in the college.
- e) A supervisor is appointed to stay with the students during training at the Residence for *Residential Management Training* classes to oversee their safety and security.
- f) Teachers and administrative staff are instructed to leave only after all the students have left the Department of Management, which gets over only at 7:45 PM.
- g) All immovable institutional assets are insured and all stakeholders are covered under *Accidental Insurance policy*.
- h) Adequate contact with all local police stations is maintained.
- i) A health centre well-equipped for immediate first-aid facilities is located at the main campus.

5.3 Student Activities

- 5.3.1** *Does the institution have an Alumni Association? If yes, i) List its current office bearers, ii) List its activities during the last two years, iii) Give details of the top ten alumni occupying prominent positions and iv) Give details of the contribution of alumni to the growth and development of the institution.*



The Institute has an alumni association.

- **Current Office Bearers of the Association**

- a) President (ex-officio): Dr. (Ms.) Deepali Singhee
- b) Vice President (elected): Mrs. Komal Sharma
- c) Secretary (elected): Mrs. Smita Parekh
- d) Joint Secretary and Acting Treasurer (elected): Ms. Shivarati Bose
- e) Committee Member 1 (selected): Mrs. Poonam Mehra
- f) Committee Member 2 (selected): Ms. Sreetama De

- **Activities of Alumni Association in the Last Five Years**

During the last five years the Alumni Association has organized musical evenings, cultural programs, etc. Reunions have been held regularly. It has organized a *book baazar* in association with the Institute. It also publishes an annual Newsletter (two such Newsletters have been published so far). Recently it organized an exhibition-cum-sale '*Caritas: An endeavour to encourage the underprivileged*' in collaboration with *Helping Hands* which gave a platform to the alumni members to display and sell their products.

- **Top ten alumni occupying prominent positions**

Sl. No.	Name of the Members	Area of Activity
1	Mrs. Nina Singh	She founded Disha, a vocational training centre for the underprivileged. Currently, she is the Director of Disha and Akshar and Principal of Divyayan.
2	Dr. (Ms.) Deepali Singhee	Principal, J. D. Birla Institute
3	Ms. Rebecca Philip	Professor and Course Coordinator, Fashion Design Department, NIFT Mumbai.
4	Ms. Chandrika Desai	Textile Consultant at Arcee Home Textiles, Bangalore.
5	Ms. Nimmi Pathak	Headmistress, Blue Bells International School in New Delhi.
6	Ms. Neelakshi Shukla	Principal, Beginners' Montessori House.



7	Ms. Shraddha Damani	Director, Morpheus Human Consulting Pvt. Ltd.
8	Mrs. Sucharita Roychowdhury	Headmistress, Silver Point School, Kolkata.
9	Ms. Jayashree Killa	Owns and runs Head Turners, a famous beauty salon in the city.
10	Ms. Alifia Calcuttawala	Regional Director, The Wanderers, a travel agency and Director, Target Academy Pvt. Ltd., a franchise of Avalon brand academy.

• **Contribution of Alumni to the Growth and Development of the Institution**

- a) The Association has donated Rs.1000/- for setting up a small library for the Class-D staff members of the Institute.
- b) It has taken efforts to bring together students from different batches and facilitated interaction. Alumni members have taken efforts to share their experiences with the present students.
- c) The alumni have assisted in placements of the students of the Institute and occasionally have provided for their vocational training at their organizations.
- d) Alumni members have participated in review committees for the development of the new curriculum and syllabus of specialized professional courses.
- e) The alumni members have presented lectures, conducted workshops and provided a rich learning experience to the students.
- f) Alumni members have worked as field investigator / assistants for various research projects carried out at the Institute.
- g) They have actively participated in extension activities of the college.
- h) Few members have partly sponsored events organized by the Institute.



5.3.2 *How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during last two years. (Institution level / inter-collegiate / Inter-university / Inter-state / National / International).*

Extra-curricular activities, including sports & games are integral part of the Institute. Students are encouraged to participate in all the activities in following ways:

- a) The college institutes prizes and awards for the winners in most activities including sports. Participation certificates are given to every student.
- b) Funds are allocated by the Institute to organize these activities.
- c) College hosts various interdepartmental competitions to provide a platform to students to show case their skills and abilities. Leave is granted to the students participating in inter-college or inter-level competitions.
- d) Students are encouraged to participate in the extra-curricular activities with full enthusiasm by incorporating their opinions and suggestions.
- e) Teacher-student interaction during events provides motivation, encouragement and confidence to the students. Teachers also guide and train students for any particular event based on their skills and experience.

ACHIEVEMENT / AWARDS WON BY STUDENTS			
Inter-collegiate / Inter-university			
Year	College	Event	Position / Awardee
2004-2005	Kaleidoscope 2004 organized by Lady Brabourne	Collage competition	3 rd - Priyanka Khaitan
		T-Shirt painting	1 st - Priyanka Khaitan
	Samagam 2004 organized by Loreto House College, Kolkata	Graphic designing	3 rd - Suchi Gupta & Pooja Ancahlia
		On Spot designing	2 nd - Urvashi Khetri, Niyanti Jindal, Shalini Bothra & Sonal Ganju



		Hindi elocution	1 st - Arpita Mall
		Advertisement Campaign	1 st - Priyanka Khaitan & Priyanka Chamaria
		Western Choreography	2 nd - Anisha Mehta, Neha Bhatia, Garima Agarwal, Andrea Dantes, Ruchi Madhogaria, Stuti Poddar, Seema Agarwal & Urvi Bhatia
2005-2006	Samagam 2005 organized by Loreto House College, Kolkata	Overall	4 th - Institute
		Table tennis	3 rd - Anish Mehta & Bedika Goyal
		Colour merging	2 nd - Payal Shah & Nisha Singh
		Cartooning	1 st - Mamta Bagri & Prachi Gupta
		Century reflections	3 rd - Sudipta Dey
	Cine-que-rade	3 rd - Shafaque Hanum, Pratigya Pulasaria, Sabeen Iqbal, Chitra Lakhotia & Swati Sultania	
	Annual Sports Meet organized by St. Xaviers College, Kolkata	Table tennis	Runner-up - Anisha Mehta
2006-2007	NSS-Day Celebrations, Jadavpur University	Debate	2 nd - Aditi Mehta & 3 rd Sneha Pandey
		Slogan competition	2 nd - Tishya Ghosh
	Spring Fest organized by IIT karagpur	Rangoli competition	1 st - Suravita Banerjee, Sunaina Dutt & Madhu Bohra
2008-2009	Xavotsav 2009 organized by St. Xaviers College, Kolkata	Flower arrangement	1 st - Reema Khemka
		Story writing (Bengali)	2 nd - Sreeparna Chakraborty
		Sudoku	2 nd - Vrinda Dugar
		Fashion show	3 rd - Neha Jain, Deepshika Rao, Nikita Rajjada, Shiksha Jain, Raashi Agarwal & Aakansha Agarwal
		Cartooning	3 rd - Visdhi Agarwal
		Junkyard architecture	3 rd - Pooja Arora & Garima Goyal
		Body art	3 rd - Priti Narwani, Richa Mundhra & Dipashree Joshi

Students have also received a number of awards and recognitions on various occasions and interdepartmental competitions organized by the



Institute itself. Various events organized include annual sports when a number of indoor games (badminton, darts, table tennis, carom, chess) and track events are held. Other events are interdepartmental debate, quiz, creative collage, best out of waste, poster competition, etc.

Details on the same would be made available during the Peer Team Visit

5.3.3 *How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications / materials brought out by the students during the previous academic session.*

- a) The editorial board for the College Magazine also comprises of student representatives. Best seminars and other articles of the students are published in the college magazine. The Department of Management also has a wall magazine that covers 3 bulletin boards outside the seminar hall.
- b) Articles on the events organized by the Institute, written and compiled by students, are released to the press for publication in different newspapers and media.
- c) The students of the Department of Home Science (Food & Nutrition section), had prepared handouts on dietary guidelines for common diseases like Cardiac disease, Obesity and Diabetes while observing nutrition week and other events. Pamphlets on breast cancer were also printed to promote awareness.
- d) Poster competition on '*substance abuse*' and poster and collage competitions on '*environmental issues*' helped the students to express their views on the subjects.
- e) For every event like sports day, farewell party, fresher's party, debates, quizzes, Saraswati Puja, Independence Day, etc. students prepare an invitation poster.



- f) Students of each section of the Department of Home Science created lovely handicrafts that were displayed and sold to the visitors at the exhibition-cum-sale organized by the Institute.

Major Publications by the Students

- a) For research publications by students *refer to 3.2.4.*
- b) '*Life, Love and Relationship*' a book by Ms. Shraddha Damani, ex-student, Department of Commerce and published by Deport Self Publishing.

5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.

The Institute has an elected Student Council which is an apolitical body. The council comprises the following 32 members:

- **Constitution of the Student's Council**
 - a) Head Girl (from final year only), one each from the Departments of Home Science and Commerce.
 - b) Assistant Head Girl (from final year only), one each from the Departments of Home Science and Commerce.
 - c) One class representative from each section of all three years of undergraduate study, from both the Departments of Home Science and Commerce.
 - d) One class representative from each section of postgraduate study, from the Department of Home Science.

Two student representatives from each section are selected at the beginning of the academic year at the Department of Management. However, since the department does not believe in participating in a single power structure there are no hierarchical positions outlined. Additional task forces and work groups are formed as and when



necessary, for instance – an anti ragging student cell is instituted at the beginning of the academic year, during L N Birla Debate, seminar etc.

- **Major Activities of the Council**

The Student Council is responsible for conveying grievances of the students to the Management, dissemination of correct information to other students and oversees the execution of all co-curricular, extracurricular and cultural activities of the institute.

- **Funding**

The student's council being apolitical in nature, it does not require much funding. However, for various activities requirements are met by the Institute.

5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student's representation in them?

While students can access the Principal and the administration regarding academic, administrative and personal concerns, the need for their inclusion in academic and administrative issues has not been considered obligatory.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the growth and development of the institution?

Since the last five years, seeking and using data from student's feedback has been a crucial exercise in the outlining, designing and execution of the next course of action by the Institute. Vital discussions regarding framing of curriculum and syllabus have the student's feedback as one of the underpinnings.

While there is no formal mechanism to seek and obtain feedback data from employers, there have been instances in the past where employers



recruit students as a result of their satisfactory performance during internship.

5.4 Best Practices

5.4.1 Give details of institutional best practices towards Student Support and Progression

- a) Modern infrastructure is provided to all stakeholders including a student's study center and internet zone.
- b) Admissions of the students to the Institute are solely based on merit. This year the Department of Commerce has introduced an entrance.
- c) Freeships are available to economically handicapped students.
- d) The Institute has an active, apolitical and elected Student's Council. Members are awarded certificates in recognition of the services rendered.
- e) A Grievance Redressal Cell takes care of students' suggestions and grievances.
- f) Add-on courses are conducted for all students on a regular basis.
Refer to 5.2.12
- g) Institute arranges to conduct remedial classes and bridge courses on basic communication, numerical skills and basic sciences for the weaker students.
- h) Vocational training in all the departments has enabled some students to be recruited in the organization where they have interned.
- i) Meritorious students are awarded by the Management.
- j) Attendance percentages of the students are monitored closely.
- k) Field trips and excursions are conducted regularly to promote team spirit and mutual understanding among students.
- l) The Institute organizes various cultural events and other extra-curricular activities to promote team-spirit and enthusiasm in the students.



- m) Psychological counselling is provided through a trained counsellor.
- n) *The Alumni Association of the Institute maintains contact with the alumni members for mutual benefits.*
- o) A social service club has been established in the Institute with student's support.

FOR RE-ACCREDITATION

Question 1: What are the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- The Institute has sufficient and well-organized support services to ensure healthy growth of students.
- Admissions are made on the basis of marks obtained in the qualifying examinations and their performance in the entrance tests and personal interviews.
- Prospectuses by the Departments are published annually. The prospectus contains information relating to course of study, fees, infrastructure facilities, examination and evaluation system, list of staff, list of awards and prizes, facilities offered by the Institute and composition of the governing body.
- The Institute offers financial aid to economically backward students and in addition the students also get direct financial support / scholarships from the central and state government as well as the affiliating university.
- The counseling services offered by the Institute needs a special mention.
- Academic counseling, career counseling and personal counseling services are offered to the students by the Principal and other faculty members, which contribute towards their development and maturity.
- The Institute has established a Career Guidance and Placement Cell in July 2003, which organized a workshop on career guidance and placement with professional guidance from Human Resource Development Consultants.
- Undergraduate students' progression to higher studies is at 73 percent while postgraduate student's progression to employment is 45.
- The Institute has constituted an alumni association recently.



- Students are encouraged to participate in games and sports, quizzes, music and dance programmes for their physical and intellectual growth.

RECOMMENDATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

The following areas of concern were suggested for growth and development:

- **Students support centre for counselling and placement needs to be strengthened.**

A number of different workshops on career guidance and counseling have been conducted for the benefit of students (*refer to 5.2.5*). A placement officer has been appointed. A large number of students in the Department of Home Science had been employed by the organization where they interned. In the Department of Commerce and Management, most students opt for higher education and many have joined their family business as young entrepreneurs.

- **The high percentage of dropout (average dropout rate - 25 percent) is an area of concern which requires attention.**

There has been a considerable reduction in the student's dropout rate at the Institution (average dropout rate of students from the last two years taking all three departments is 12.6%)

- **Efforts should be made by the college to have playground facilities.**

Due to constraints in space, the college organizes annual sports at a hired stadium. Facilities for indoor games are provided to the students at the campus and they are encouraged to participate in various other extra-curricular activities. Students at the satellite campus use the schools grounds after the working hours of the school; the same has occasionally been utilized by the students from the main campus. Efforts are being made to have tie-ups with various sports clubs to facilitate sporting activities among students.

- **Participation of students in games, sports and other cultural activities at state and national level need to be encouraged / strengthened.**

The college encourages students to participate in various cultural activities; many students have participated in such activities at the regional / city level (*for details refer to 5.3.2*). Efforts however have to be made to motivate them to participate in sports at the state and national level. However, two students from the Department of Commerce of the Institute have been national champions in darts (Anisha Mehta, 2004-2007) and lawn tennis (Ragini Vimal, 2003-2006).



Question 2: *What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?*

1. Bridge and remedial courses are offered to slow learners.
2. Low student dropout rates as a result of impressive teacher-student ratio, regular notification of the attendance status each student and intervention of their parents as and when required.
3. Faculty plays the role of a mentor which facilitates students to be guided personally or in small groups to help in overall development.
4. Freeships for economically handicapped students.
5. Psychological counseling is offered for students to tide over difficult times.
6. Students are offered job oriented courses. To keep pace with the growing demand of qualified professionals, a number of degree programmes have been introduced; *for details refer to Q 2 of Re-accreditation section. Criterion-I.* Also to facilitate vertical progression postgraduate programmes have been designed and will be introduced shortly; *for details refer to Q 2 of Re-accreditation section.*
7. Training in *Soft Skills & Personality Development* is provided as add-on courses
8. Number of workshops on career counselling has been organized for the benefit of students.
9. Students have been placed through effective internship training. Also a placement officer has been appointed by the Institute.
10. Students are provided with a platform to showcase their literary and creative talents through the college magazine and a host of events organized by the Institute.
11. A number of students have received awards in academics, various fields of sports, extra-curricular activities and others, *refer to the previous answer.* Ms. Roma Jhavar was given a special bravery award for identifying her kidnappers in 2005. Ms. Sakina Lakdawla, ex-student from the Department of Home Science received the Founder Principal Gally Gold Medal from the University of Mumbai for her excellent performance at the postgraduate level (MSc in Textiles & Clothing). Phorum Shah, another ex-student was felicitated with a Gold Medal by D B Desai and Associate for her achievement at the postgraduate level.
12. A Grievance Redressal Cell has been formed.
13. The alumni members are involved in college activities and are kept regularly updated through the annually published newsletter.



Psychological counseling in progress under a trained counselor



Meritorious students being awarded at the Annual Show



Promoting entrepreneurial skills through food sale by students from the Food & Nutrition section



Grievances promptly addressed



Batch 2007 Meet, Alumni Association of the Institute



Students from all faith seeking the blessings of goddess Saraswati



Playground at satellite campus to encourage sporting activity



Annual sports held every year at Rabindra Sarovar stadium



Cultural programme put up by students at the Annual Show



Extra-curricular activities – carrom competition



Sudoku competition on progress



Competition on 'Wealth out of Waste'



Criterion-VI

GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and leadership

6.1.1 *State the Vision and Mission statement of the institution and give details on how the institution (a) ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation? (b) translates its vision statement into its activities?*

The Vision and Mission statement of the Institute (*for details on the same refer to 1.1.1*) clearly underlines a multidimensional approach to education which contributes to national development. It helps in fostering global competencies and inculcates a value system among students. It maintains the quest for excellence and knowledge creation as its topmost priority and promotes use of technology.

a) That the vision and mission harmonizes with higher education policies of the Nation is reflected in the following:

- Emphasis on empowerment and all round development of women through quality education.
- Enhancements of knowledge quotient as well as the skills of students through an optimum blend of theoretical and practical knowledge.
- Promotion of entrepreneurial skills through collaborations with industries and networking with the neighbourhood agencies / bodies.
- Awareness of environmental and ecological issues through compulsory papers in the curriculum.
- Observation of steadfast punctuality, regularity and discipline through regular monitoring of attendance records, morning assembly and mentoring by faculty members.



- Inculcating values including honesty and integrity through extension activities and training in personality development.
- Upholding the spirit of fair play, impartiality and constructive acceptance of failure through participation in sports and other such activities.
- Maintaining transparency in admission, examination and other decision making practices.
- Promoting use of technology through training in IT, use of computers and application of MIS in day-to-day activities.
- Keeping in tune with the quest for excellence, the college has a functional IQAC Cell.

Students are nurtured to become informed and opinionated citizens. After completing a course from the Institute, they emerge as skilled human resources, who are intelligent, efficient and effective both academically and professionally.

- b) The Institute translates its vision statement into its activities by introducing:
- New professional courses with better job prospects.
 - Regular upgradation of the curriculum and syllabi.
 - Promotion of new concepts in teaching-learning.
 - Thrust on fostering social responsibilities through extension activities.
 - Involvement of students in decision making.

6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The Management remains committed to promotion of effective and efficient transaction of the teaching-learning process. This they ensure by:



- a) Providing favourable environment in the form of spacious air-conditioned classrooms and an impressive collection of books, journals and other educational literature at the Institute's library.
- b) Allocating funds for all necessary infrastructural and financial support to create a students-centric teaching-learning environment including grants for purchase of library books other than the UGC grant and for organizing various co-curricular and extra-curricular activities.
- c) Regularly updating the infrastructure and installing modern and latest amenities.
- d) Regularly upgrading curriculum and introducing new courses. *For details refer to Q 2 of Reaccreditation Section of Criteria I.*
- e) Providing add-on-courses; *for details refer to 5.2.12.*
- f) Offering freeship to meritorious students with financial limitations; *for details refer to 5.2.2.*
- g) Recruiting qualified faculty and taking prompt action against vacancies.
- h) Recognizing the value of self improvement through participation of faculty members in seminars and research.
- i) Organizing welfare programmes for class-D staff.
- j) Encouraging outstanding performances and contribution of faculty members through cash incentives and annual awards.

6.1.3 *How does the Management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?*

The Management of J. D. Birla Institute greatly values a clear and effective communication process in order to create concord within the academic machine. The Management's representative, the Chief Administrator of the Institute, routinely visits the main campus to discuss and debate the day-to-day processes of the Institute with the Principal. Subsequently, the Governing Body, Staff Executive Committee and



Academic Council / B.O.S are activated to define and allot responsibilities to all staff efficiently. Moreover, staff meetings are a permanent feature to help negotiate curricular, co-curricular and extracurricular activities. Staff members are also handed the printed copies of the duty lists as well as the minutes of the meetings. At a rudimentary level, the notice board, registers, prospectus and the service rule book are employed to keep the members of the Institute up-to-date on all current affairs and Institute policies.

6.1.4 How does the Management / Head of the institution ensure that adequate information, (from feedback and personal contacts etc.) is available for the management, to review the activities of the Institution?

The Management is a keen participant in the welfare of the Institute and hence, remains abreast of all important news and events.

- The Principal's monthly report gives an overview of the academic functioning of the Institute to the management. The Principal also makes a presentation on the same at the bi-yearly Governing Body meetings.
- The Management also has a representative in the Internal Quality Assurance Cell (IQAC) in order to provide tactical inputs.
- The minutes of all the meetings, including the IQAC, Staff Executive Committee, Academic Council / BOS, General Staff and Student Council are forwarded to the Management.
- The Chief Administrator also personally visits the Institute to discuss the daily affairs with the Principal.
- Student's feedback obtained from either the student's council meetings or written grievances or via teacher's appraisal is communicated to the Management.



6.1.5 *How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?*

The Management has always maintained a receptive stance with regard to suggestions for improvement from all quarters. It elicits opinion of the representatives of teaching and non-teaching staff in major decision making processes. All channels of communication are kept open and a representative of the Management (Principal), also present at all meetings, convey to the Management updated needs, requirements and suggestions put forward by the staff. Remedial action is promptly taken. On the other hand, the Management actively encourages and motivates its faculty via various incentives and awards and supports teachers desirous of participating in seminars and workshops.

6.1.6 *Describe the leadership role of the Head of the institution, in governance and management of the institution.*

The leadership role of the head of the Institute is a fine blend of democratic controls with free rein leadership, a system which allows easy and free exchange of information and opinion.

Significant academic decisions are taken by the Principal / Director in consultation with the Academic Council / B.O.S. All efforts are made to see that a consensus is arrived at before closing upon any decision.

The Principal monitors the activities of all sub-committees on academic and non-academic matters and takes feedback from the stakeholders. She acts as a link between the staff and the Management. With her farsighted vision regarding academics and administration guidelines, she initiates, persuades and convinces the staff to involve themselves in realizing the goals and objectives of the Institution. Through her able guidance and innovative ideas, various quality enhancement and quality sustenance measures have been implemented. Moreover, she also coordinates with the University to comply with necessary regulations.



6.2 Organizational Arrangements

6.2.1 *Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.*

The Institute, as a private unaided educational institution is sponsored by the '*Sukriti Education Society*', an educational trust managed by the S K Birla Group. There are several administrative bodies of the Institute, like the Governing Body, Staff Executive Committee, Academic Council / B.O.S and the Internal Quality Assurance Cell.

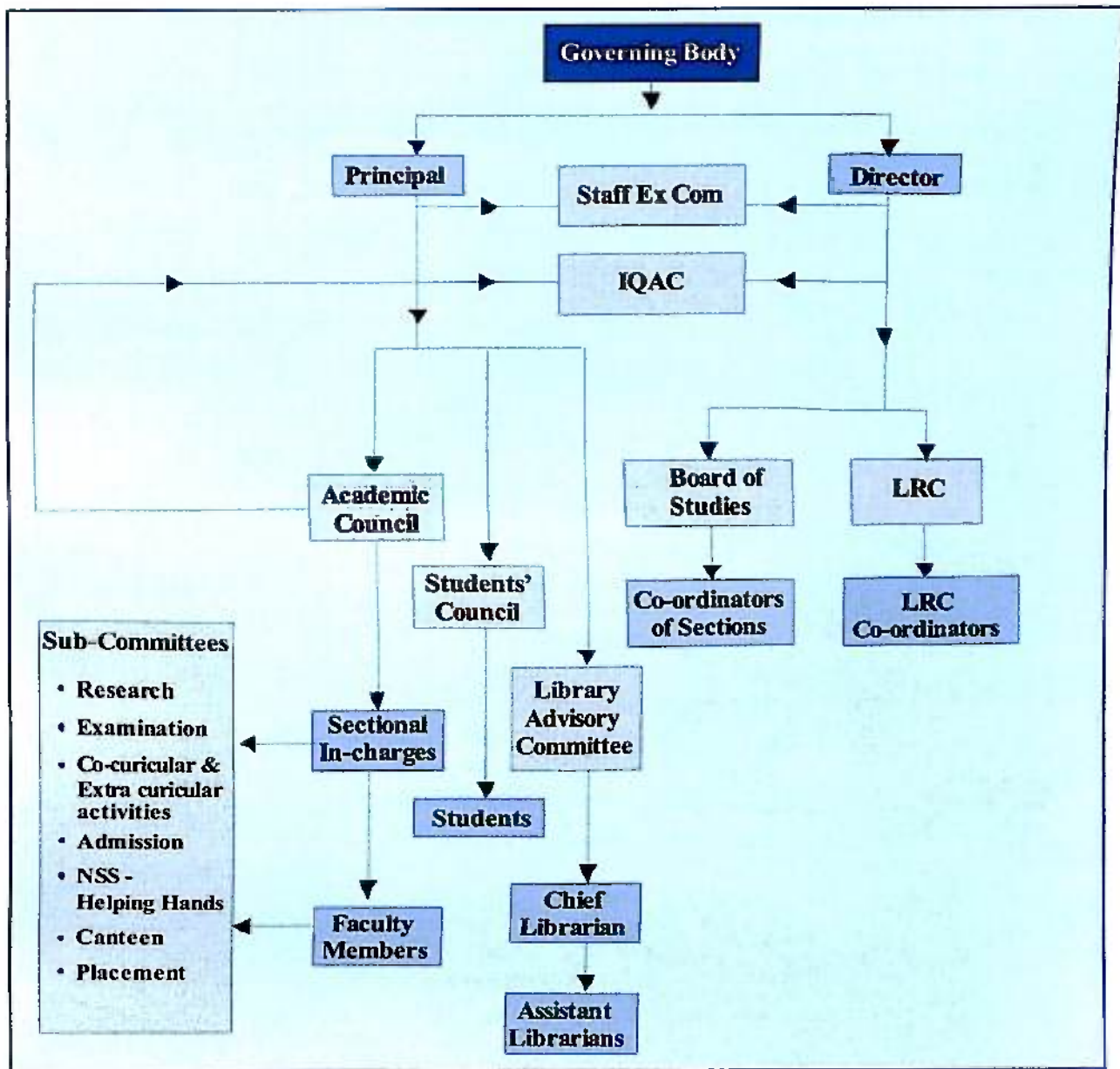


Chart-1: ORGANIZATION STRUCTURE OF THE INSTITUTE



VI: Governance & Leadership

• Governing Body

The Governing body of the Institute headed by Mrs. Sumangala Birla comprises of the following members:

Category	Name of Member	Designation
Chairperson	Mrs. Sumangla Birla	President, JDBI
Secretary	Dr. (Ms) Deepali Singhee	Principal, JDBI
Member: Sponsor Body	Ms. Rita Bibra	Chief Administrator, JDBI
	Mr. Jwala Prasad Agarwal	Representative of Sukriti Education Society
Eminent Personalities	Mrs. Parul Swarup	Donor member
	Mrs. Roma Sengupta	Social worker
Person Interested in Education	Mr. Nakuleshwar Banerjee	Deputy Secretary, Vidya Mandir Society
	Prof. (Dr.) Suman K. Mukerjee	Director, JDBI
Representative of Jadavpur University	Dr. Subir Chandra Chakraborty	Joint Registrar, Jadavpur University
	Dr. (Mrs.) Mahua sarkar	Professor, Department of History, Jadavpur University
Teacher Representative	Mrs. Lilu Mancha	In-charge, Department of Home Science
	Ms. Rachana Kejriwal	In-charge, Department of Commerce.

DECISIONS TAKEN AT THE GOVERNING BODY MEETINGS	
Date	Decisions Made
Important Decisions before Session 2007-2008	a) Ratified the formation of Internal Quality Assurance Cell at the Institute. b) A national level seminar on quality management in higher education to be held in collaboration with CII (Confederation of Indian Industries) on 23 rd March 2005. c) Nursery to be phased out at the Institute. d) The Principal elect Dr. (Ms.) Deepali Singhee to take over from Dr. Jharna Sengupta. e) An additional floor to be built to ease out the space crunch and enable classes for Home Science and Commerce Departments to be conducted without problems. f) Appoint M/s Champaklal & Brothers to carry out the student feedback.
29 th January 2008	The Biennial Conference of the Home Science Association of India to be held in 2009
5 th August 2008	Approved the proposal and syllabus for the various undergraduate programmes (BSc in Food Science & Nutrition Management, BSc Textiles Science, Clothing & Fashion Studies, BSc in Interior Designing and BSc in Human Development) and resolved to forward it to Jadavpur University for necessary approval.



13 th January 2009	<p>a) The LOI (Letter of Intention) to be sent to the NAAC head office along with re-accreditation fee of Rs. 50,000/-</p> <p>b) Approved the new proposal along with the curriculum and syllabus for MSc in Textiles & Clothing and MSc in Food & Nutrition and a Postgraduate Diploma in Hospitality Management and resolved to forward it to the affiliating University.</p>
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- **Internal Quality Assurance Cell (IQAC)**

The IQAC at the Institute functions under the Chairmanship of the Principal and comprises of the following members.

Category	Name of the Member	Designation
Chairperson	Dr. (Ms.) Deepali Singhee	Principal, JDBI
Coordinator	Mrs. Komal Sharma	Section in-charge Resource Management, Department of Home Science
Co-coordinator	Dr. (Mrs.) Vipasha Chakraborty	Faculty, Department of Home Science
Members: Management	Ms. Rita Bibra	Chief Administrator, JDBI
	Prof. (Dr.) Suman K. Mukerjee	Director, JDBI
Eminent people from the society	Prof. Bharati Roy	Ex-MP & Ex-Pro-Vice Chancellor, Calcutta University
	Mrs. Roma Sengupta	Social Worker and member of the Governing Body, JDBI
Faculty Representative:	DEPARTMENT OF HOME SCIENCE	
	Mrs. Lilu Mancha	Departmental and section in-charge, Food & Nutrition section
	Mrs. Samita Gupta	Section in-charge, Textile & Clothing section
	Mrs. Punam Mehra	Section in-charge, Human Development section
	DEPARTMENT OF COMMERCE	
	Ms. Rachana Kejriwal	Department in-charge
	Mrs. A. S. Manjulakshmi	Faculty member
	DEPARTMENT OF MANAGEMENT	
	Mr. Tabobrata Ray	Faculty member
	Representative from Administrative office	Mrs. Mitali Majumdar
Ms. Saba Shamim		PA to the Principal



DECISIONS TAKEN AT THE IQAC MEETINGS	
Date	Decisions Made
Important Decisions before Session 2007-2008	<ul style="list-style-type: none"> a) An appraisal system for faculty members to be implemented and provision of grievance box should be provided for students. b) The two departmental libraries (Home Science & Commerce) to be merged and computerization of cataloguing should be initiated c) Group insurance scheme for employees can be taken. d) Keeping in view the poor response for Home Science, possibilities of segregating the existing Home Science specializations into separate departments to be explored. e) A workshop to be organized to apprise faculty members about the benefits of autonomy.
27 th March 2008	<ul style="list-style-type: none"> a) The college website to be redesigned and updated. b) Review committees to be formed for each specialization which should meet to discuss the curriculum and syllabus of the five new undergraduate courses. c) Proposal to hold the next biennial conference to be sent to HSAI. d) MIS to be installed in both the Departments at the main campus. e) Accepted the proposal for forming a social welfare club, 'Helping Hands' by the students and faculty members.
11 th December 2008	<ul style="list-style-type: none"> a) The LOI to be submitted to NAAC. b) The research journal of the Department of Home Science to be published at the earliest. c) The infrastructural & faculty requirements for the new specialized courses that would be introduced in the forthcoming session under Home Science to be chalked out by the sectional in-charges. d) Proposal to introduce MSc in Food & Nutrition, MSc in Textiles & Clothing and PG diploma in Hospitality Management to be prepared and forwarded to the University for approval at the earliest.

• **Staff Executive Committee**

To enable easy and effective communication between the two campuses (main and satellite), the Staff Executive committee has been formed comprising the Chief Administrator of the Institute as the Chairperson of the committee, Principal, Director and a teacher representative from each of the three departments. The committee meets frequently to discuss and coordinate the academic calendar of all the three departments. General administration, teacher's awards and incentives, website upgradation,



student's activities including extra-curricular activities, seminars / conferences to be organized, etc are discussed at length.

DECISIONS TAKEN AT THE STAFF EXECUTIVE COMMITTEE MEETINGS	
Date	Decisions Made
Important Decisions before Session 2007-2008	a) A special award ' <i>Significant Contribution to the Institute</i> ' to be constituted for teaching faculty along with a cash prize of Rs. 5000/- b) Total freship that would be awarded to students in the Department of Management should not exceed Rs 36,000/- per semester.
11 th December 2007	A seminar on ' <i>Environmental Issues</i> ' to be held on 15 th March 2008 by all the three Departments. Another seminar on ' <i>Entrepreneurship and Retail Management</i> ' to be organized by the Department of Management on 7 th March 2008.
12 th April 2008	The academic calendar for all the departments for session 2008-2009 was finalized. CAS for promotion of faculty members to be implemented from session 2008-2009 onwards.
4 th June 2008	A cash incentive of Rs. 12,000/- to be given to all full-time faculty members including those on a contract for session 2007-2008.
18 th December 2008	A ' <i>Best Overall Performance</i> ' award would be given to one faculty member from each of the three departments.
19 th February 2009	a) The academic calendar for all the departments for session 2009-2010 was finalized. It was also decided that the public holidays could vary from one year to another in the academic calendar, but the number of gazetted holidays would remain 14. b) The announcement of the new degree courses could be publicised through talk shows, press releases and hoardings and through organization of orientation lectures in various schools and a press conference.
11 th May 2009	Mr. Tapabrota Ray would be assisting the steering committee regarding inputs form the Department of Management for preparation of NAAC report

- **Academic Council**

At the Departments of Home Science and Commerce, important decisions are taken by the Academic Council. The Academic Council of the Institute comprises of the following members:



Sl. No.	Faculty Member	Designation
1	Dr. (Ms.) Deepali Singhee	Principal, JDBI
DEPARTMENT OF HOME SCIENCE		
2	Mrs. Lilu Mancha	Departmental and Section in-charge, Food & Nutrition section
3	Mrs. Komal Sharma	Section in-charge, Resource Management section
4	Mrs. Samita Gupta	Section in-charge, Textile & Clothing section
5	Mrs. Punam Mehra	Section in-charge, Human Development section
6	Mrs. Smita Parekh	Section in-charge, Composite Home Science section
7	Dr. (Mrs.) Vipasha Chakraborty	In-charge, General Stream
DEPARTMENT OF COMMERCE		
8	Ms. Rachana Kejriwal	Department in-charge
9	Mrs. A. S. Manjulakshmi	Faculty Member
10	Mrs. Basudha Mukhophadhyay	Faculty Member

At the Department of Management, the Academic Council is replaced by a Board of Studies (B.O.S), which is constituted of faculty members headed by the Director. The Board meets monthly to review the progress of the students and other matters.

Role of the Academic Council / B.O.S:

- a) Preparation of the annual academic calendar that includes examination schedules and various co-curricular and extra-curricular activities such as debate, fresher's party, farewell party, annual shows, exhibitions, sports etc.
- b) Preparation of the time-table and lecture plans for the forthcoming semester.
- c) Maintaining discipline among students and teachers.
- d) Taking decisions regarding poor attendance and preparing academic record of the students.
- e) Revision and restructuring of the syllabus in consultation with other faculty members
- f) Preliminary discussion on research proposals and projects to be submitted.



g) Monitors internship / placements.

DECISIONS TAKEN AT THE ACADEMIC COUNCIL MEETINGS	
Date	Decisions Made
Important Decisions before Session 2007-2008	a) BEC course to be conducted in Department of Commerce by faculty from British Council. b) It was decided that students below required attendance would not be permitted to sit for the university examination. c) In accordance with the University Examination rules it was decided that a student not securing pass marks in one or more sessionals (internal assessment for practical subjects) would not be allowed to sit for University examination.
22 nd August 2007	a) Dates for review committee meetings for new degree programmes in Department of Home Science were finalized. b) The itineraries and budget for educational excursions and pleasure trips for Department of Home Science and Commerce were finalized. c) A panel discussion on ' <i>Women in public</i> ' and a seminar on ' <i>Emerging issues to empower women</i> ' to be held in 5 th and 6 th October 2007 respectively.
30 th January 2008	a) A format for internal marking for MSc dissertations was approved. b) Proposal to start a social welfare club, ' <i>Helping Hands</i> ' with an objective to carry extension activities for the underprivileged was accepted.
4 th March 2008	A fee of Rs. 500/- for each subject to be collected for remedial / bridge courses at the time of admission.
21 st August 2008	a) The topic for inter-departmental debate to be held on 17 th September, 2008 was finalized as ' <i>Surrogate mother is no mother</i> '. b) Details for organizing the seminar on ' <i>Plastic in aid of growth and environment</i> ' were discussed and finalized.
10 th December 2008	a) The sectional in-charges were asked to chalk out the infrastructural & faculty requirements for the new specialized courses that would be introduced in the forthcoming session under Home Science. b) Decision was taken to organize an exhibition-cum-sale to help the underprivileged.
6 th March 2009	The admission procedure for the new BSc degree programme for session 2009-2010 was finalized.
DECISIONS TAKEN AT THE BOARD OF STUDIES MEETINGS (DEPARTMENT OF MANAGEMENT)	
Date	Decisions Made
Important Decisions before Session 2007-2008	a) TSB based pedagogy to be followed. b) Lecture plans to be followed. c) It was decided that for quantitative techniques & statistics, numerical problems will be solved in TSB classes and theoretical discussions will be done in the lecture classes.



26 July 2007	<ul style="list-style-type: none">a) The orientation programme for the new batch will be held on 5th August 2007.b) All guest lecturers to be invited for the program.c) It was decided to invite few industry professionals to deliver lectures to the students on issues having contemporary relevance.d) The lecture plans & TSB questions must be submitted within 10 days.
18 January 2008	<ul style="list-style-type: none">a) The members decided to keep a strict vigil on students who regularly absent themselves from class.b) The MIS coordinator will generate weekly reports of attendance for each semester.c) The semester / class coordinators will get in touch with the parents / guardians of students having less than 65% attendance.d) Attendance in TSB classes will be based on attendance in lecture classes.
21 July 2008	<ul style="list-style-type: none">a) The orientation programme for the new batch (BBA 2008-2009) will be held on 1st August 2008.b) The semester coordinators are to finalize the cultural program to be hosted by the students.c) Teachers are to submit their lecture plans and TSB questions within a week to the office.d) At least two teachers will be allotted for each subject.
16 January 2009	<ul style="list-style-type: none">a) Subject allocation among the faculty members done for the session starting in February 2009.b) The teachers were asked to conform to the TSB based pedagogy.c) Teachers are to submit their Lecture Plans and TSB questions to the Director's office by 31st January 2009.

• **Student's Council**

With its belief that students are prime assets of any educational institution, the college has instituted a well-structured Student's Council, constituted of elected student members representing various batches / classes, who dispense their responsibilities under faculty members. The council normally handles curricular, co-curricular and extra-curricular student's activities with related suggestions/ requests from the Principal or faculty members. The role of the council include:

- a) Regular check on the overall activities of the students.
- b) Maintaining a feedback report on the complaints and the suggestions made by the students regarding academic, social and other problems.
- c) Attempt to address grievances of students and if necessary provide counselling to the concerned students as guided by the Principal



- d) Offer a platform to enable students to interact with one another.

DECISIONS TAKEN AT THE STUDENT'S COUNCIL MEETINGS	
Date	Decisions Made
23 rd February 2008	<ul style="list-style-type: none"> a) Student council members to be awarded certificates for their contribution. b) Council should help to keep the canteen space and toilets clean.
30 th August 2008	<ul style="list-style-type: none"> a) Students to be provided a small room for group study. b) Student could place an order with the librarian for procuring a book for the library. c) Best sellers to be purchased for the library. d) A workshop on '<i>Soft Skills and Personality Development</i>' should be organized. e) For dissemination of relevant information to the students, notice boards to be placed on all the floors.
26 th December 2008	<ul style="list-style-type: none"> a) College magazine to be published by March 2009. b) A tentative academic calendar for session 2009-10 to be prepared by the council members. c) Organize a student's picnic to IBIZA club on 22nd January 2009

6.2.2 *To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?*

The administration of the college is headed by the Chief Administrator. The Principal / Director in consultation with the Chief Administrator coordinates the day-to-day functioning of the college. Decentralization is achieved through a judicious and rational assignment of duties to various administrative and academic committees.

In the Department of Home Science, functioning of the five specializations are handled by the sectional in-charges and in the Department of Commerce the Departmental in-charge / coordinator supervises the smooth functioning of the department. Sectional coordinators are responsible for the overall administration, attendance, progress and conduct of the students at the Department of Management. Various co-curricular and extra-curricular activities are conducted through Students' Committees and overseen by a faculty in-charge.



The Library advisory committee, in consultation with the support staff, recommends to the Principal on purchase, infrastructural improvements and enhancement of the library.

The Principal meets the staff every month during general staff meetings to discuss relevant issues and appropriate decisions arrived at with majority consent.

Maintenance supervisor co-ordinates with the non-teaching staff and reports to the Principal, who in turn consults the Human Resource Consultant appointed by the Institute.

This form of decentralization ensures participation and deeper deliberation on various issues for wider acceptance.

6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify

The Principal takes the initiative to ensure effective co-ordination among the functionaries of the Institution. On the basis of policies formulated, the objectives are laid down, plans are made, and a follow-up is maintained, thus encouraging greater support and co-ordination.

The Internal Quality Assurance Cell (IQAC) has been diligently involved in supporting the Management, the Principal and the other committees by offering valuable suggestions and effective measures to maintain *consistency* in overall standards. An effective internal coordination and monitoring mechanism at the Institute is highlighted by the following chart.

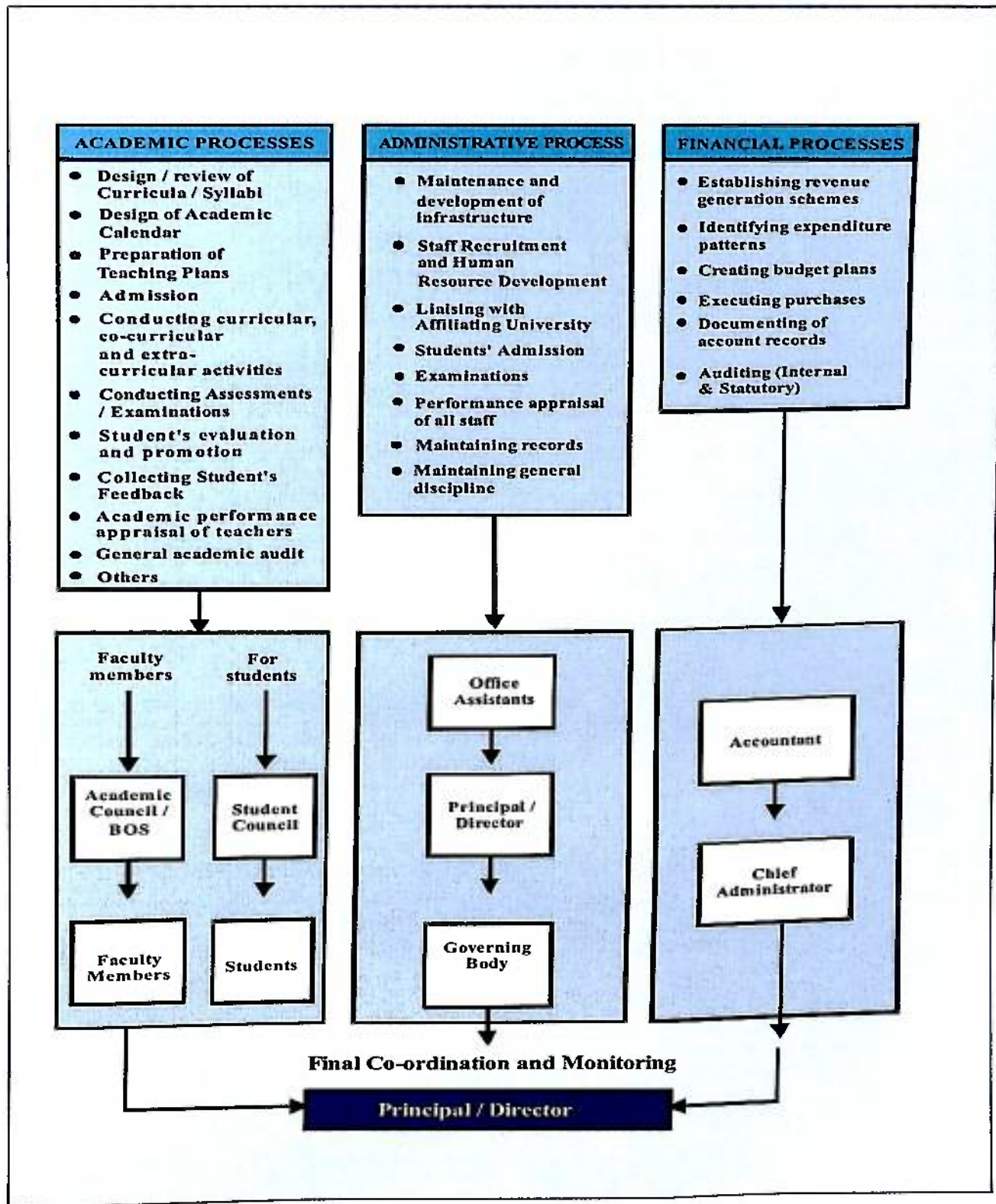


Chart 2: COORDINATING AND MONITORING PROCESS AT THE INSTITUTE



6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

The Institution has fair and expeditious grievance redressal mechanism for faculty and staff alike. The academic, administrative and financial grievances of the faculty members are addressed by the Principal / Director of the Institution. Grievances related to academics may sometimes be dealt with in liason with the Academic Council / BOS. Grievances related to finance are referred to the Chief Administrator. Grievances of the Class-D staff are addressed by a Maintenance supervisor subject to approval of the Principal / Director and the advice of the Human Resource Consultant sought when needed. All employees have the liberty to approach the Principal with their grievances who immediately takes steps to redress the same.

	GRIEVANCES	REDRESSAL
FROM FACULTY MEMBERS	More number of computers to facilitate ICT enabled teaching	Full-time faculty members were provided with workstations equipped with personal computers having internet connectivity
	Inadequate storage space	Faculty members were provided personal lockers, cabinets and extra storage in the laboratories to store assignments.
	Inadequate number of books that can be issued from the library by faculty teaching a varied number of subjects	Each full-time faculty members was given permission to issue 5 books per subject at a time.
	Poor variety of food available at the college canteen (run by Nestle)	A new vendor (Coffec Day) was allowed to set up canteen providing more variety and wholesome food
	Doors of the rest rooms to be repaired	Repaired
	Unsatisfactory maintenance of teacher's staff room and restrooms	A peon was given the duty to look into the matter
	Provide a microwave oven for heating food	Both the staff rooms have been provided with ovens



FROM CLASS-D STAFF	A room to be provided for the Class-D staff for resting during breaks	A room was allotted for the purpose and a new restroom was constructed for them inside the campus
	Extra fans to be provided in this room	Provided
	Access to books for leisure reading	A separate library has been created
	More number of newspapers	Two were exclusively subscribed in different languages for them

6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

The Management of the Institution is supportive & cooperative in its interaction with the staff.

The President and other members of the Governing Body meet the representatives of the faculty during Governing Body meetings held twice a year.

The Chief administrator is available regularly at the college. IQAC holds meetings twice a year, where again the Chief administrator meets teacher representatives and administrative staff of all the departments.

The Principal, as a part of the Management of the Institute, also meets the members of the Academic Council from time to time and all staff members at General staff meetings conducted regularly every month.

For details refer to 6.2.1.

At the last Governing Body meeting, it was resolved that new specializations be introduced in the Department of Home Science and issues related to the forth coming Home Science conference like budget, venue, lodging facilities, programme schedule and the list of resource persons were discussed.

6.2.6 Is there a Cell to prevent sexual harassment of the women staff? How effective is the functioning of the Cell?

No formal cell has been constituted for sexual harassment of the women staff by the Institute.



6.3 Strategy Development and Deployment

6.3.1 *Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?*

Strategic planning is seen by the college as the preparation of long term plans based on a vision of its standing in the future. Effective strategic planning at the Institute is a correct mix of the following:

- a) Applying defensive strategy to remain competitive and to deal with future competitiveness.
- b) Being responsive to opportunities
- c) Adopting behaviour that is proactive or opportunity creating.

With this sensitization, the perspective institutional plans are developed. The procedure followed is listed below:

- a) Comprehensive analysis of feedback obtained from teachers, students, administrators, alumni, industry, non-teaching staff and NAAC peer team constitutes the major inputs in the institutional planning by the IQAC.
- b) On the basis of the observation made, a clear road map keeping the Vision and Mission of the Institute in mind, is developed.
- c) The Academic calendar that includes various events and activities, examination, holidays and vacations is finalized in the Staff Executive Committee after consultation with both the faculty members and the Student's Council.

6.3.2 *How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?*

The objectives are communicated and deployed to all levels through meetings with the Principal and various academic and administrative committees and sub-committees comprising faculty and student



representatives. These committees recommend new plans, academic programs, development of infrastructure and central facilities etc. for the optimal use of resources. It also helps in mobilization of resources to strengthen the planned activities.

The Academic Council and various committees contribute to the growth and development of the Institute through their suggestions and recommendations. Faculty members are also encouraged for their significant contribution to the Institute through awards. Further they are oriented and motivated from time to time by the Principal to take up responsibilities through democratic participation.

6.3.3 List the different committees constituted for the management of different institutional activities. Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

The various committees formed for management of different institutional activities include research, admission, examination, time-table, co-curricular & extra-curricular, canteen and NSS. Important decisions taken by these committees have been listed below:

DECISIONS TAKEN AT RESEARCH COMMITTEE MEETINGS	
Date	Decisions Taken
24 th July 2007	a) Selection, finalization and allotment of research topics of MSc dissertation to the respective faculty members. b) Formulation and finalization of the dissertation submission format
21 st May 2008	Unanimous decision was taken to publish a college research journal under the Department of Home Science.
11 th November 2008	Composition of editorial committee of the research journal was finalized and decision was taken to incorporate invited papers from different fields of Home Science
4 th June 2009	Approval of the proposal for inviting specialists from other states as external examiners for MSc dissertations.



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DECISIONS TAKEN AT LIBRARY ADVISORY COMMITTEE MEETINGS	
Date	Decisions Taken
2 nd July 2007	<ul style="list-style-type: none"> a) Latest editions of commerce text books already existing in the library should be procured and number of copies should be increased. b) Facility will be provided to students and faculty members to suggest / purchase books for the library.
2 nd August 2007	<ul style="list-style-type: none"> a) Faculty members traveling or on college excursions could be given an advance to purchase books from book stores and publisher at other cities. b) A separate internet zone inside the library would be created and the commerce staff room to shift to a new location. c) A separate journal section to be created beside the main library to allow postgraduate students to review research in a solitary environment apart from increasing storage space at the library.
10 th June 2008	Approve the list of books suggested for the Department of Home Science.
4 th December 2008	<ul style="list-style-type: none"> a) More research journals should be purchased. Sectional in-charges were asked to propose a list for the same. b) To provide more access to students with a financial handicap, a book bank could be created.
8 th March 2008	<ul style="list-style-type: none"> a) From the forthcoming session onwards, newly designed library lending cards in different colours for different departments / sections would be issued to students and faculty members. The college identity card however would serve the dual purpose of a reading card. b) Specific rules and regulations for the library were framed. c) It was decided that other learning resources (audio-visual CDs and DVDs) should be purchased.
DECISIONS TAKEN AT ADMISSION COMMITTEE MEETINGS	
Date	Decisions Taken
18 th April 2008	<ul style="list-style-type: none"> a) Dates for commencing and closing the issuing of admission forms were finalized as 2nd May 2008 and 2nd June 2008 respectively. b) Decision was taken to conduct a personal interview for the short-listed students in the Department of Home Science. In the Department of Commerce, the short-listed students would have to face a group interview.
21 st April 2009	<ul style="list-style-type: none"> a) Admission process for the new BSc degree programmes was finalized b) The admission procedure for Department of Commerce was modified. c) Dates for commencing and closing the issuing of admission forms were finalized as 4th May 2009 and 4th June 2009 respectively. Short-listed students would face a panel interview individually from 11th June to 16th June 2009 d) It was decided that students seeking admission to the



	college would be provided with counseling facilities by the subject teachers. e) Dates for issuing of admission forms for postgraduate courses was finalized from 15 th to 20 th June 2009.
DECISIONS TAKEN AT EXAMINATION COMMITTEE MEETINGS	
Date	Decisions Taken
9 th July 2007	It was decided that question papers should be submitted by faculty members at least one week prior to examination date
14 th December 2007	Rules for paper setting and examination for internal examinations to be communicated to all faculty members.
26 th August 2008	Rules on invigilation during internal and final examinations were framed and should be communicated to all faculty members
11 th September 2008	It was decided that the question papers for internal tests be moderated by another faculty member who does not teach the subject.
DECISIONS TAKEN AT TIME TABLE COMMITTEE MEETINGS	
Date	Decisions Taken
26 th November 2007	a) Classes were allocated to different faculty members. b) Allotment of both classroom and laboratories were finalized to prevent overlapping of its usage by different departments.
20 th April 2008	a) Classes were allocated to different faculty members. b) Room allotment along with laboratories was finalized to accommodate the time tables of both the Departments of Home Science and Commerce. c) List of part-time faculty that would be required to teach in the forthcoming semester was finalized.
18 th November 2008	a) Allocation of classes to each faculty member was made. b) Number of classes to be taken by each faculty member was finalized with classes not exceeding 24 per week for each permanent faculty members. c) Classes for part-time faculty members were adjusted to suit their convenience.
DECISIONS TAKEN AT EXTRA-CURRICULAR & CO-CURRICULAR ACTIVITY MEETINGS	
Date	Decisions Taken
15 th September 2007	a) A seminar on ' <i>Emerging Issues to Empower Women</i> ' and a panel discussion on ' <i>Women in public</i> ' to be held on 24 th September 2007 and 25 th September 2007 respectively and the names of the chief guest and speakers for panel discussions were finalized.
10 th January 2008	a) Annual Show would be held on 25 th January 2008 and the allocation of the sanctioned budget for different activities involved in this event was finalized. b) A duty chart for faculty members to conduct extra-curricular activities in the college was prepared.



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15 th January 2008	The annual sports day would be held at Rabindra Sarovar stadium on 10 th February 2008. The name of the chief guest and various track and indoor events were finalized.
7 th March 2008	A seminar on ' <i>Environmental issues</i> ' would be held on 15 th March 2008, a final list of speakers was prepared and other details of the event were discussed.
12 th August 2008	A seminar on ' <i>Plastic in aid of growth and environment</i> ' would be held on 12 th September 2008 and final year students would be asked to present a paper at the event.
20 th October 2008	Annual Show would be held on 2 nd November 2008 and the allocation of the sanctioned budget for different activities involved in this event was discussed.
5 th January 2009	An exhibition called ' <i>Caritas - an endeavour to help the underprivileged</i> ' would be held in association with the newly formed social welfare club of the Institute on 29 th to 30 th January 2009. The event would involve a number of NGO and alumni members. NGO's would be given stalls free of cost and Alumni Members would be given stalls at a nominal charge.
15 th January 2009	Annual sports would be held on 13 th February 2009. The list of events and rules for scoring were finalized. The winners would be given a medal and certificate while the participants would only get a certificate.
15 th February 2009	A seminar on ' <i>Be money smart and financially secure</i> ' would be held on 21 st March 2009 and the budget was approved for the same. A list of speakers for the event was also finalized.
DECISIONS TAKEN AT NSS MEETINGS	
Date	Decisions Taken
5 th January 2008	Students and faculty members would be encouraged to donate clothes and book.
22 nd February 2008	A workshop on ' <i>Breast cancer</i> ' will be organized in the college auditorium on 7 th March 2008
29 th February 2008	A talk on ' <i>Hygiene & Sanitation</i> ' would be conducted for street children at IPER.
19 th September 2008	Contribution would be made by students and faculty members to Prime Minister's Relief Fund to help people affected by the floods at Bihar
15 th November 2008	An eye check-up camp will be organized for students, faculty members, office staffs and Group-D staffs in association with Shree Netra Eye Foundation.
23 rd December 2008	A book donation & cloth donation camp will be organized and the material collected would be donated to NGOs.
12 th January 2009	An exhibition-cum-sale will be organized in the college premises to exhibit the handworks of the underprivileged community, alumni members and students of the institutes. The name of the event would be ' <i>Caritas - an endeavour to help the underprivileged</i> '.



20 th February 2009	The educational expenses of a street child at CINI would be sponsored by the NSS-wing of the Institute. The Institute will sponsor the education of the child for one year.
14 th March 2009	A talk on 'Hygiene & Sanitation' would be conducted for street children at IPER
4 th April 2009	An awareness campaign and a poster painting competition on 'Creating awareness on menace of substance abuse' will be conducted in association with Kripa Foundation.
DECISIONS TAKEN AT CANTEEN MEETINGS	
Date	Decisions Taken
15 th December 2008	NESTLE could be appointed to run the canteen at the main campus due to resignation by Ms. Reenee Khaitan.
10 th May 2009	<ul style="list-style-type: none"> a) Contract with NESTLE at the main campus to be discontinued due to poor service and lack of variety in the menu. b) Coffee Day to be appointed to run the canteen at the main campus. A list of food items that could be served was prepared and prices suggested.

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

In the Department of Management the MIS system has been developed and instituted for academic and administrative purposes whereas in the Department of Home Science & Commerce, the MIS has been installed for computing attendance and results. Further, installation of ERP (Enterprise Resource Planning) is under consideration by the Governing Body.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

The data and information obtained from the feedback is used for the improvement and development of the Institute. Sometimes the decisions are reviewed and corrective measures taken for the benefit of the stakeholders. For example number of full-time faculty members in the Department of Commerce has been increased, classrooms have been air-



conditioned, the library has undergone a revamp and the number of computers made available to students and staff has increased manifold.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)

The college is well sensitized to the concept of team work as is evident from the following features:

- a) Departmental seminars are held jointly with participation from all Departments.
- b) The teachers always work as a team. For most events and activities, teachers from all the departments work together in groups which enhance interaction and knowledge-sharing. Inter-departmental meetings are held and such events have always developed team spirit and created strong camaraderie amongst faculty.
- c) Teachers from Department of Commerce take classes occasionally in the Department of Home Science.
- d) Pleasure trips are conducted jointly for students and faculty members.
- e) The Institution encourages faculty members to enroll for refresher and orientation courses and sponsors their participation in seminars, conferences, workshops etc and in this way empowers them.
- f) The Management has instituted awards which includes cash prize to motivate faculty members.

6.4 Human Resource Management

6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve



teaching / research of the faculty and service of the faculty by the other staff? If yes, how?

The performance of faculty members is assessed through the student's feedback taken at the end of each semester, self appraisal taken periodically and through the Principal's appraisal conducted annually. Informal feedback is also available through informal and formal meetings of the Principal with students.

Performance of administrative and non-teaching staff is evaluated by the Principal periodically.

The feedback evaluation is made use of by the Principal in guiding, motivating and encouraging the faculty to enhance their all round performance. The results of the feedback are confidentially shown to each member and the strength and weakness of an employee is highlighted. Faculty members give adequate weightage to such evaluations, accept suggestions and make all possible efforts to overcome their shortcomings.

6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

There are several welfare measures undertaken by the Institute for the faculty and the staff.

- **Infrastructure:** Faculty members are provided with a spacious and clean air-conditioned staff room and workstations (*for details refer to 4.4.3*). Members of the class-D staff are provided with a leisure room, rest room and a special library.
- **Awareness Programmes:** Several relevant health awareness and educational programmes have been organized for the benefit of the faculty members.
- **Leave:** Full-time permanent teaching staff, administrative staff, technical staff and class-D staff can avail of casual leave, sick leave,



earned leave and maternity leave in accordance with the leave rules of the Institute.

- **Awards and Incentive:** Faculty members occasionally receive annual monetary incentive and are motivated through several awards. The confirmed Class-D and Class-C staff members receive an 'Education Allowance' for their children (monthly allowance of Rs. 200/- for Class-D staff and Rs. 250 for Class-C staff). They also get festival grant during Durga puja.
- **Loans:** Permanent staff members can avail of loans / advances for medical / housing / wedding; however sanction of the same is at the discretion of the management. The non-teaching staff can avail of interest free advance payment during festivals (festival advance).
- **Insurance:** The staff members are also covered under a Compact Insurance policy with United India Insurance Co. Ltd. for benefits like personal accidental insurance.
- **Miscellaneous:** The College *Darwans* are provided with free housing facility. Every year each class-D staff is additionally provided with two sets of summer uniform, one set of winter uniform, shoes, socks and an umbrella. In addition they also get a washing allowance. Free tea is served to all the members 3-4 times every day during college hours.

The college has also provided appointment on compassionate grounds to the next of kin of deceased employee; Mr. Kalipada Jana, son of late Mr. Chittaranjan Jana joined as a peon on 1st April 2004.

- As per the guidelines of Employee State Insurance Corporation (ESIC), staff members with gross salary of below 10,000/- are covered under the ESI-scheme and thus enjoy ESI benefits. The Institute contributes towards this scheme (pays 4.75% of the gross amount) every month. However, staff members who are not members of ESI are covered by the Mediclaim policy where the Institute contributes 3/4th of the premium amount.



In addition, all staff members on roll also enjoy the benefit of provident fund, gratuity, medical allowance and several leave as per the rules of the Institute.

6.4.3 *What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?*

Faculty members are recruited whenever there is a vacancy. The vacancies are advertised in the newspaper and the chosen candidates are interviewed by a five member selection panel consisting of two subject experts, a nominee of Management, the Principal and Head of the Department.

Teaching and technical staff are thus recruited through a systematic process that is explained below:

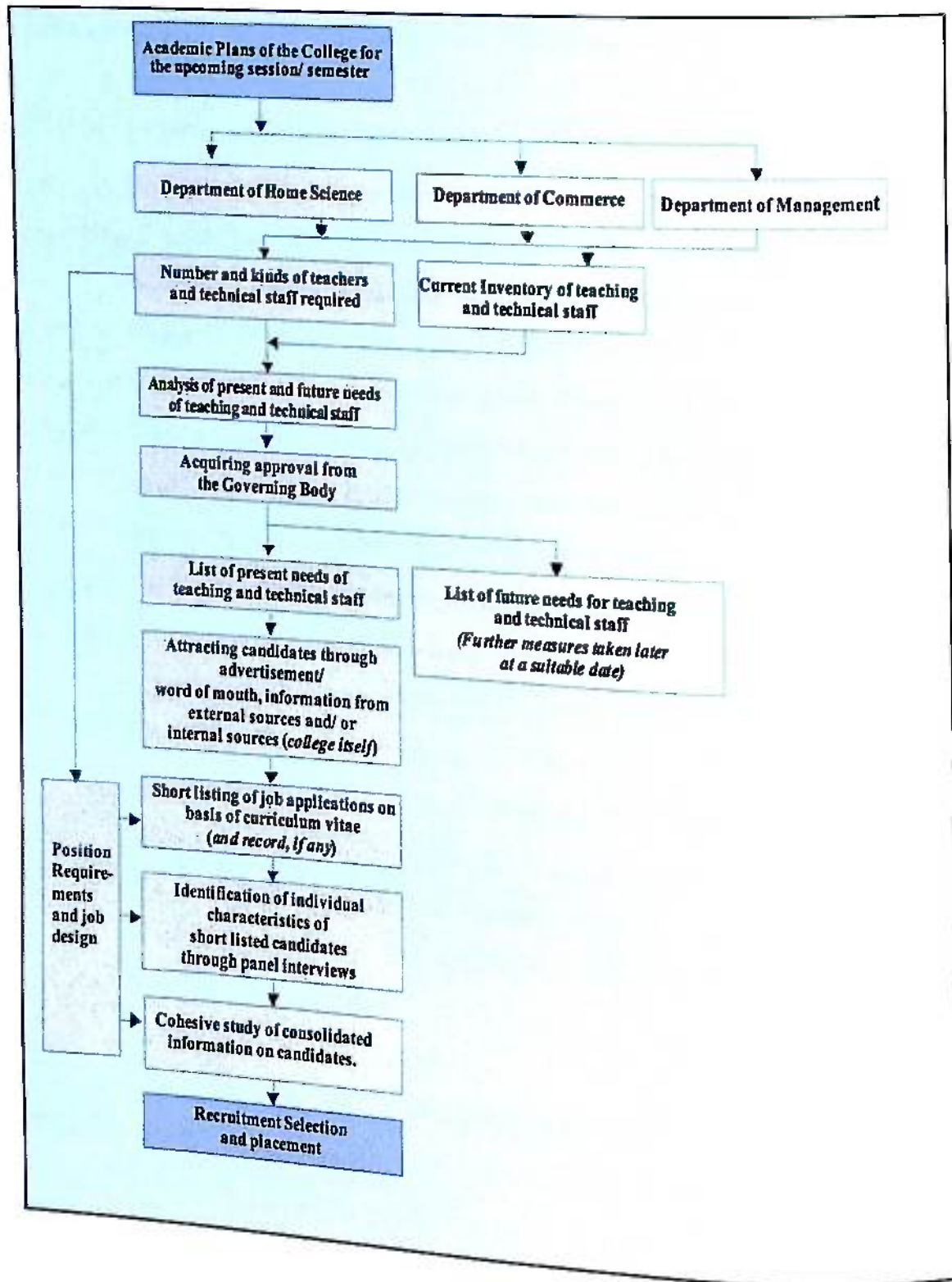


CHART 3: RECRUITMENT OF TEACHING AND TECHNICAL STAFF



- **Strategies to retain faculty members**
 - a) The Institution provides a congenial working environment. There exists a high level of rapport between the management and the employees.
 - b) The Institute conforms to the UGC pay-scale.
 - c) Teachers and staff receive regular and timely payment; mostly even before the end of the month.
 - d) They are also provided with monetary incentives and are awarded at annually hosted functions by the Institute.
 - e) Inclusion of adequate number of part-time teachers ensures even distribution of work load.
 - f) They are granted permission and paid leave to pursue faculty development programmes, refresher and orientation courses, etc.

6.4.4 *What are the criteria for employing part-time / adhoc faculty? How are the recruitment conditions of the part-time / adhoc faculty different from that of the regular faculty? (E.g. Salary structure, workload, specifications).*

Part-time / adhoc faculty is recruited as and when the need arises. Since part-time faculty members are often recruited at short notice, it is not sometimes possible to constitute a selection committee for their recruitment. The criteria for their appointment however remain the same as that of full-time faculty - minimum of 55% marks in the master's degree and with NET / SLET qualification. However, in case candidates with NET / SLET qualification are not available, the previous qualification is taken into account and faculty members are recruited on a part-time or contractual post. The salary and workload of part-time and ad-hoc faculty is given below:



Category	Salary	Workload
Full-time regular lecturer fulfilling all UGC qualification	UGC lecturer scale (Rs 8000-Rs 13,500)	Maximum of 24 lectures of 45 minutes duration per week
Full-time Contractual (may not fulfill all UGC criterion)	Consolidated 8,000/- per month which has recently been raised to 17,000/- per month for qualified teacher and 15,000/- for teacher not having NET qualification	Maximum of 24 lectures of 45 minutes duration per week
Part-time and Visiting at the main campus	Rs. 250/- for conducting theoretical lecture of 1 hour duration	Flexible, but not more than 16 lectures of 45 minutes duration per week
	Rs. 150 for conducting practical class of one hour duration	
Part-time and Visiting at the satellite campus	Rs. 900/- for a lecture of 3 hours duration	Flexible

The timetable of a part-time faculty member is adjusted according to their availability. They are not involved in any administrative work unlike the regular faculty.

6.4.5 *What are the policies, resources and practices of the institution, that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international associations).*

The Institute provides modernized facilities and allocates a certain percentage of its budget for the purpose of staff development. All members of the faculty are encouraged to pursue higher studies and/or research activities. In addition, they also attend and participate in seminars or workshops and are granted leave and financial support. Participation in orientation programmes and refresher courses have been made mandatory for promotion to next scale of pay.



The Institute is a member of the Home Science Association of India, the British Council and the American Library. The HSAI hosts national conferences biannually where the faculty members are invited to participate. British Council organizes talks / seminars from time to time and the institute is invited. Department of Management annually organizes *Green Biz Quiz* in association with American Centre and Indian Chamber of Commerce.

6.4.6 *How do you access the needs of the faculty development? Has the institution conducted any staff development programmes for the skill up-gradation and training of the staff? If yes, give details.*

Requirements of a faculty member for development are gauged on a regular basis during various faculty meetings.

Faculty skills are upgraded via lectures on a range of subjects (*for details refer to 2.3.3*). The Institute also periodically arranges for screening of motivational / educational films for its staff. Audio-visual aids are also available in the library which can be used by the faculty for knowledge upgradation. Stress management workshop was organized for faculty members in association with Kornash - a lifestyle management school.

6.4.7 *What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.)*

J. D. Birla Institute was designed for the purpose of dispensing quality education. Faculty members are provided with required infrastructure (*refer to 4.4.3*) to foster research and development. They have access to a well stocked library. Staff room with annexed rest rooms provides space for relaxation and recreation and breaks the monotony of classroom teaching. They are served tea thrice a day.



The classrooms are not only air-conditioned but are also provided with modern teaching aids.

Faculty members pursuing experimental research are additionally provided space in the laboratory.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

The Institution does not get any financial support from the Government. However, it receives Development grant from UGC for purchase of books and equipments under the Plan periods; details of which are given below:

Year		Amount Received & Spent(Rs.)	
DEVELOPMENT GRANT FROM UGC			
2008-2009	XI th Plan Period		
2007-2008		1,66,464	
2006-2007	X th Plan Period	3,55,285	
2005-2006		1,34,340	
2004-2005		49,000	
		GRANT FROM WORLD BANK FOR STREET FOOD PROJECT	
Ministry of Health & Family Welfare, Government of India sponsored major project on 'Street Food' 2005-2008		8,97,184	
GRANT FROM UGC for MRPs			
Project Title		Sanctioned	Received
Extraction of colouring matter from waste flowers cultivated (2004-2007)		1,00,000	1,00,000
Construction of a scale to measure the life satisfaction of elderly parents of NRI candidates (2004-2007)		1,00,000	1,00,000
Reliability and validity of life satisfaction scale of elderly parents with distant living adult children (2006-2007)		55,000	50,500



Trade liberalization and its impact on forest - A case study (2005-2006)	60,000	55,500
An eco-friendly approach to the treatment of industrial effluents (2006-2008)	74,500	45,500
NATIONAL ENVIRONMENT PROJECT FROM THE MINISTRY OF FOREST AND ENVIRONMENT		
2006	5,000	
NSS FUND (FROM JADAVPUR UNIVERSITY)		
2008-2009	24,600	
2007-2008	24,600	
2006-2007	24,600	
2005-2006	--	
2004-2005	--	

The main source of revenue to generate income is from the fees collected from the students (regular degree programmes and short-term certificate courses). The fee (in Rs.) collected during the last five years is tabulated below:

2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Home Science Department				
58,03,000	78,15,000	84,93,000	79,96,000	74,59,000
Commerce Department				
55,84,000	73,88,000	91,03,000	108,18,000	147,18,000
Management Department				
1,20,18,000	1,76,47,000	1,87,38,000	2,10,19,000	224,72,000
Short-term Courses				
17,10,000	16,27,000	13,54,000	16,95,000	18,30,000
Nursery				
75,000	1,07,000	--	--	--
TOTAL				
2,51,90,000	3,45,84,000	3,76,88,000	4,15,28,000	464,79,000

6.5.2 *What is the quantum of resources mobilized through donations? Give information for the last two years.*

There are no resources mobilized through donations.

6.5.3 *Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?*

The Institute has adequate budget to cover the day-to-day expenses.



6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements).

The budgetary resources of the Institution accrue from the fees paid by students, UGC developmental grant, etc. The income-expenditure statements of the last two years are given below.

INCOME & EXPENDITURE STATEMENT FOR THE YEAR 2007-2008			
EXPENDITURE	Rs.	INCOME	Rs.
Salaries & allowances (including PF & perquisites)	108,13,803.00	Tuition fees	318,32,675.00
Staff welfare expenses	3,32,987.00	Other fees	31,17,648.00
Contribution to the employees gratuity fund	4,29,459.00	Admission fees	48,84,000.00
Repairs & maintenance	29,98,625.50	Short-term classes fees	16,95,704.00
Rent	22,50,000.00	Interest on fixed deposits	5,514.76
Rates & taxes	18,594.00		
Laboratory expenses	5,45,429.00		
Short-term classes	6,70,606.00		
Miscellaneous expenses	103,33,723.18		
Audit fee	8,990.00		
Depreciation	16,12,622.00		
Surplus	115,20,703.08		
TOTAL	415,35,541.76		415,35,541.76
INCOME & EXPENDITURE STATEMENT FOR THE YEAR 2008-2009			
EXPENDITURE	Rs.	INCOME	Rs.
Salaries & allowances (including PF & perquisites)	128,89,278.00	Tuition fees	345,72,687.00
Staff welfare expenses	3,84,110.00	Other fees	40,02,125.00
Contribution to the employees gratuity fund	5,11,900.00	Admission fees	60,74,000.00
Repairs & maintenance	52,13,262.00	Short-term classes fees	18,30,330.00
Rent	30,00,000.00		
Rates & taxes	18,560.00		
Laboratory expenses	4,73,649.48		
Short-term classes	10,35,050.00		
Miscellaneous expenses	126,76,355.53		
Audit fee	8,824.00		
Depreciation	18,47,772.00		
Surplus	84,20,380.99		
TOTAL	464,79,142.00		464,79,142.00



6.5.5 *Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.*

The accounts are audited regularly by authorized internal auditor (internal audit) as well as external government appointed auditor (statutory audit).

- Internal audit (M/s ALPS & Co) for 2008-2009 has been completed
- Statutory audit (M/s Kothari & Associates) for 2008-2009 has been completed

Both internal and statutory audit is done on a yearly basis.

The audit reports are attached in the Annexure B.

6.5.6 *Has the institution computerized its finance management systems? If yes, give details.*

Yes, the Institution has computerized its finance management systems. The finances (salary of staff members, receipt and payment account, income and expenditure account and balance sheets) are computed by using accounting software like TALLY and Microsoft office 2000.

6.6 Best Practices in Governance and Leadership

6.1.7 *What are the significant best practices in Governance and Leadership carried out by the institution?*

- a) Democratic functioning and transparency in administration.
- b) Decentralization of the leadership through committee system promotes the efficiency of employees who are assigned special duties.
- c) Teamwork is encouraged by the Institute for achieving desired goals and objectives.



- d) Management of the Institute has prepared a well defined perspective plan for the expansion and improvement of the college infrastructure, to accommodate the launching of new academic programmes.
- e) Effective sharing of resources by various departments.
- f) Effective grievance redressal and feedback mechanism in operation.
- g) Provision for freeship for students.
- h) Management encourages organization of lectures on specific subjects by *experts from industry and external organizations* to complement *classroom teaching*.
- i) Adequate welfare measures are adopted by the Institute for the benefit of staff and students.
- j) Accounts are audited regularly.

FOR RE-ACCREDITATION

Question 1: What were the evaluative observations made under Organization and Management in the previous assessment report and how have they been acted upon?

OBSERVATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

- Several committees consisting of faculty members and students.
- Representatives have been constituted to look after the various functions and activities of the Institute
- Staff recruitment and performance appraisal of staff (teaching and non-teaching) are executed through the Principal's final authority
- Management of finances of the Institute is vested in the chief administrator of the Institute. The chief administrator in consultation with the Principal prepares the annual budget plans and makes judicious allocation of funds and oversees the effective utilization of funds.
- The Institute has a surplus budget.
- The accounts are audited by internal and external auditors regularly.



- The annual budget of the Institute is Rs.177.84 lakhs for 2003-04.
- The unit cost of education including salary component is Rs.13,000/ and excluding salary component is Rs 4,700/-.

RECOMMENDATIONS MADE BY THE NAAC PEER TEAM DURING THE LAST VISIT:

The following areas of concern were suggested for growth and development:

- **Appraisal mechanism for teachers and non-teaching staff was suggested as an area of concern by the peer team for growth and development.**

Self-appraisal of faculty members is currently conducted in an informal manner which would be formalized soon. The Principal appraises the non-teaching staff.

Question 2: *What are the quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to organization and management?*

1. In 2004, following the visit of the NAAC peer team the Institute constituted an **IQAC**. This cell is an effective and efficient internal coordinating and monitoring mechanism under the guidance of the Principal.
2. The Management **looks after the welfare of all its teaching and non-teaching staff** and lays emphasis on team spirit.
3. To enable easy and effective communication and for the smooth functioning between the two campuses (main and satellite), the **staff executive committee** has been formed.
4. A number of committees such as **research, admission, examination, library advisory, extra-curricular & co-curricular, canteen, NSS and placement cell** have been constituted. Each faculty member has been assigned duties to carry out the functions of these committees.
5. **Financial auditing** is done by external auditors to systematically check the conformity of finance procedures at the Institution with established standards.



VI: Governance & Leadership



Management awarding faculty members for their outstanding performance



A workshop on 'Stress Management' for faculty members



Leisure room for Class - D Staff



A workshop on 'Pranik Healing' for Class - D staff



Internal auditing in progress



Newly constructed Conference Room



Criterion-VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

7.1.1 *What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?*

Internal quality assurance is ensured by the Institute through IQAC, proactive administrative bodies and various committees and sub-committees that have been formed to monitor efficient functioning of the academic and administrative system. *For details refer to 6.2.1.*

7.1.2 *What are the functions carried out by the above mechanisms in the quality enhancement of the institution?*

The various bodies and committees formed help in ensuring smooth administration while adhering to the basic objectives and goals of the Institute.

- a) Transparent and merit based admission procedure.
- b) Availability of all relevant information on the college website and regular updating of the same.
- c) Introduction of new job-oriented courses and regular revision of existing syllabi.
- d) Expansion of infrastructure to keep pace with the requirements of increased number of new courses.
- e) Appointment of well qualified and motivated faculty members and offering competitive pay scales as per UGC norms.
- f) Interactive student-centric teaching-learning through use of modern teaching aids and ICT.



- g) Catering to the requirements of slow learners through bridge and remedial courses and motivating advanced learners through awards for academic performance.
- h) Regular monitoring of student's performance and attendance.
- i) Appointment of a full-time maintenance supervisor.
- j) Annual maintenance contract with relevant vendors for upkeep of infrastructure.
- k) Installation of MIS for efficient administration and quality enhancement, and carrying out an MIS audit for transparency.
- l) Modernization and regular updating of the college library.
- m) *Promotion of research activities through provision for seed money.*
- n) Organization of guest lectures, seminars and workshops.

7.1.3 *What role is played by students in assuring quality of education imparted by the Institution?*

Proactive participation of students in assuring quality of education is enabled through the following:

- a) The students are disciplined and respond to the initiatives taken by the Institute for their academic and all-round development. They attend classes regularly and prepare sincerely for their class tests and university examinations.
- b) Good performance of the students leads to high success rates which assure good placements.
- c) Students actively participate in decision making on relevant issues through student's council meetings. They also rate teachers during recruitment
- d) They give regular feedback on various aspects of teaching-learning (teacher's appraisal and institutional feedback).
- e) Ex-students and alumnus of the Institute help in the preparation of new and revision of existing curricula.



7.1.4 What initiatives have been taken up by the Institution to promote best practices in the Institution? How does the Institution ensure that the Best Practices have been internalized?

Some of the best practices promoted by the Institute during the past five years are as follows:

- a) Psychological counselling for students to tide over difficulty times: This has been ensured by hiring a professional counselor whose services are available thrice a week.
- b) Feedback system: Collection of data is accomplished with the help of an external agency.
- c) Students' involvement in teacher recruitment: Students are asked to attend the demonstration lecture by the teacher short-listed for recruitment and their suggestions are conveyed to the selection committee.
- d) Use of ICT in teaching / learning process: New computers have been procured, an internet zone is maintained and individual computers with internet facilities are provided to the faculty.
- e) Provision for Internship/ Industrial Training within the curriculum: This training is continued to be offered to students in the Departments of Home Science and Management and has been informally introduced in the Department of Commerce.
- f) Transparent admission procedure.
- g) Monthly notification of the student's cumulative status of attendance.
- h) Formation of a social service club to motivate and involve students into social work.
- i) Preparation of a detailed almanac listing examination dates, holidays, co-curricular and extra-curricular activities.
- j) Catering to the welfare of the class-D staff: *For details refer to 6.4.2.*



To internalize these best practices, regular monitoring and checking of the implemented plans is done by various committees and sub-committees.

7.1.5 In which way has the Institution added value to the quality enhancement of students?

The Institute believes in imparting quality education to the students and providing competent human resource to the society. To meet the national and global challenges efforts are made to develop an all-round personality which is achieved through various add-on courses and co-curricular and extra-curricular activities.

- a) Providing an environment conducive to teaching-learning.
- b) The syllabi prescribed by the affiliating University are strictly followed and completed well in time. Regular class test and internal evaluation also helps them to learn better.
- c) Offering training in *Soft Skills & Personality Development* as an add-on course to bring about holistic development of the students.
- d) Inclusion of subjects like *Environmental Studies, Extension Education, Communication Skills* in the curriculum.
- e) Practical training through internship / industrial training and educational excursions.
- f) Arrangement of guest lectures by eminent people in allied subjects.
- g) Introduction of subjects related to ICT in the curriculum (*refer to 5.2.11*).
- h) Participation of students in seminars.
- i) Providing an outlet to their literary and creative talent through the college magazine.
- j) Holding discussions, awareness programmes and debates on relevant social and health issues.



- k) Organizing various co-curricular and extra-curricular activities (seminar, corporate quiz and green biz quiz, cultural programmes, sports, etc.).
- l) Organizing career counseling workshops to enable students to identify their aptitudes and make correct and smart choices for higher studies (*refer to 5.2.5*).
- m) Improvement of learning through a well stocked library.
- n) Formation of a social welfare club to imbibe a sense of social responsibility and desire to reach out to the needy.

7.2 Inclusive Practices

7.2.1 *What practices have been taken up by the institution to provide access to students from the following sections of the society: a) Socially backward, b) Economically weaker, c) Differently-abled.*

The Institute upholds the value of equity and justice by providing equal access to all students

- a) **Socially-backward:** A total of 41 students from backward communities have enrolled in the different departments during the last 5 years; *for details refer to 5.1.1.*
- b) **Economically-weaker:** The Institute offers freeship / financial aids to students. Such financial assistance is need and merit based. *for Refer to 5.1.1 for number of students who have received financial aid.*
- c) **Differently-abled:** *For details refer to 4.1.6*

7.2.2 *What efforts have been made by the institution to recruit staff from the disadvantaged communities: Specify. a) Teaching, b) Non-teaching*



The College is a Minority Institution (linguistic). Recently one faculty member belonging to the disadvantaged community has been recruited. There are about five members of non-teaching staff under this category.

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

The courses in the Home Science and Commerce Departments are offered to women candidate only. Although both female and male candidates can enroll in the Department of Management, an equitable ratio between them is maintained. Most of the faculty members at the Institute are women, while the administrative and Class-D staff members are mostly men.

Category of Staff	Male	Female	Ratio Male : Female
STUDENTS			
Department of Home Science (all girls)	--	261	NA
Department of Commerce (all girls)	--	528	NA
Department of Management (co-educational)	221	223	1:1
STAFF MEMBERS			
Teaching Staff	24	46	1:1
Administrative & Technical Staff	13	9	approx (62:57)
Class-D staff	25	2	
<i>Data as in 2008-2009</i>			

7.2.4 Has the institution done a gender audit and / or any gender-related sensitizing courses for the staff / students? Give details.

Gender audit has not been done. Through workshops and seminars on 'Emerging issues to empower woman', 'Breast cancer', etc and inter-departmental debates on topics like 'Surrogate mother is no mother' students are sensitized on gender related issues, made aware of their rights as women, encouraged to become self-reliant and lead a life of dignity. Moreover, students of Human Development and Composite Home Science sections undergo a course on 'Women Studies & Population Education' as a part of their curriculum.



7.2.5 *What intervention strategies have been adopted by the Institution to promote the overall development of students from rural / tribal background?*

The college is located at a convenient central part of the city and thus may not be attractive to the students from the rural areas. However, a number of tribal students from the northeastern part of India, (Manipur, Mizoram and Nagaland), take admission in the Institute.

The attractive student-teacher ratio makes it possible for teachers to give individual attention to the students from rural / tribal background. Efforts are made to improve their communication skills and informal need-based remedial classes are conducted for them by their respective teachers.

7.2.6 *Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged section?*

Since the number of students from disadvantaged sections is negligible, it is relatively easier for teachers to individually monitor their progress. *For details refer to Q. 6 of Criterion Input VII.*

7.2.7 *What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?*

The Institute makes every effort to help its students become disciplined, healthy, responsible and sensitive citizens. The values of good citizenship and social justice are instilled amongst its staff and students by making them aware of societal concerns like environmental issues, empowerment of women, needs of the underprivileged and differently-abled. Thus, students are motivated to work proactively for these causes. Seminars, lectures and film shows have been organized by the Institute for its students on the above issues.



Students are visit various NGOs and are exposed and sensitized to the needs of the underprivileged sections of the society. Students of the Commerce Department had undertaken a program on 'each-one-teach-one'. On several occasions students have generously donated to the needy. The NSS-wing has adopted / sponsored different street children thrice in the last 5yrs. Students of the Food & Nutrition section through various NGOs have shared their knowledge and educated mothers and street children. An exhibition was also organized to give a platform to various NGOs to sell products made by them. Workshops on 'Substance Abuse', 'Pranic Healing' and an 'Eye Checku Camp' were organized for all students and staff.

7.3 Stakeholder Relationships

7.3.1 *How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?*

The Institute ensures involvement of all stakeholders in academic programmes.

The Institute has a functional academic council / board of studies that comprises the Principal / Director and sectional in-charges / coordinators to monitor the academic matters. All teachers are directly involved in the development of the curriculum and decision making pertaining to teaching methodology and evaluation.

The student's council conveys their relevant suggestions to the Principal during regular meetings.

At the end of each semester, students give a feedback on the teachers, quality of teaching, infrastructural facilities and transparency, which after analysis is given to the concerned teachers.

During the Alumni Meets members give valuable inputs regarding academic issues, (internship placement and curriculum design). Parent-



teacher interfaces are organized to discuss with them the progress of their wards, their attendance and other special needs. The Institute is receptive to parent's suggestions related to academic matters.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

For details refer to 1.1.5.

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

The various key factors that attract students and stakeholders to the Institution are:

- a) The Institute has enjoyed decades of goodwill and has built a strong reputation in the country.
- b) The Institute is affiliated to Jadavpur University, a renowned centre of excellence.
- c) The Institute is conveniently located with easy accessibility.
- d) An apolitical and equal opportunistic institute with a diverse mix of students, faculty and staff from all castes, religion and faiths.
- e) Maintains a disciplined and secured atmosphere which facilitates trust building among all stakeholders.
- f) A dynamic corpus of students from some of the best schools.
- g) Attracts girl students from conservative families, some would even go to become first generation graduates.
- h) Excellent quality of teaching with team of dedicated and qualified faculty who are specialized in their respective field of study.
- i) Warm teacher-pupil relationship is maintained.
- j) An attractive state-of-the-art, technologically updated campus with air-conditioned classroom and modern teaching aids.
- k) Numerous and exciting co-curricular and extra-curricular activities.



- l) Transparency in all administrative procedure – from admission to examination.
- m) Classes are held regularly and all the Departments conform to number of teaching days as per the UGC guidelines.
- n) The Institute holds internal and external examinations on schedule as per the academic calendar and the results are published on time.
- o) A range of academic disciplines and wide range of subjects are offered thereby enhancing opportunities for employability.
- p) The Institute maintains a high academic standard and impressive success rate of students.

7.3.4 *How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal / spiritual development of the students?*

- a) Adequate allocation of funds by the Institution for academic and co-curricular activities.
- b) The Institution gets full support from regular and dedicated staff. The Staff members are motivated and encouraged through verbal appreciation, awards, cash incentives, duty leaves, etc.
- c) To elicit full cooperation from students, their opinions, suggestions are accepted and implemented. They are encouraged to participate in all activities and excel in academic pursuits through verbal commendation, awards and opportunities. They are given participation certificates for their personal records. By placing them at prominent organizations for internship, their job prospects are enhanced.
- d) The Institute provides the required infrastructure and library facilities to promote research.



- e) Grievances of all stakeholders are redressed on time.
- f) The non-teaching staff members are treated with dignity and respect and are allowed to voice their grievances that are adequately met.
- g) Parents are kept abreast about the attendance and performance of their wards and all necessary communication through circulars are sent to them as and when the need arises. They are also invited for certain institutional events / functions.
- h) The Institute extends full cooperation to the alumni with regards to their academic needs. They are also invited to all college events.
- i) Community development is also promoted among students by encouraging them to participate in various extension activities and reach out to those in need.

Through these measures cooperation is elicited from all stakeholders who in turn contribute to the overall development of the Institute of which the students are the most significant stakeholder.

7.3.5 *How do you anticipate public concerns in your current and future programme offerings and operations?*

The Institute is committed to adopt a curriculum that encompasses all public concerns including community health, environmental and women's issues.

- a) There are enough provisions in the current curriculum to deal with issues such as *ecology and environment, maternal & child health, child welfare and women's studies & population education*.
- b) The recently introduced courses also involve subjects like '*Human Exceptionality*', '*Interior Design for Special Needs*', '*Nutrition for Differently Aabled*', '*Public Health & Nutrition*', '*Child Welfare, Women & Society*'.
- c) There is also enough scope for community and extension activities in the current programmes at all the three departments.



The Institute would maintain its stand on retaining these thrust areas of public concern in the curriculum even in the future. With its farsighted vision, forthcoming issues of public interest would also be duly represented in the curriculum.

7.3.6 *How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?*

The Institution has various mechanisms to promote social responsibilities and citizenship roles among students like:

- a) Inclusion of subjects like '*Extension Education*', '*Women's Studies & Population Education*' and '*Child Welfare*' in the curriculum.
- b) *Organization of extension activities. For details refer to 3.4.2.*
- c) Offering add-on course on *Soft Skills and Personality Development* for the students which includes public speaking, attitudinal training, memory exercises, group discussion, negotiation skill training, etc.
- d) Patriotic spirit and responsibilities as a citizen of India are promoted through active participation in the flag hoisting ceremony on Independence Day.
- e) Encouragement was given to the first time voters to exercise their franchise during the general elections 2009 by distributing motivational badges.

7.3.7 *What are the institutional efforts to bring in community-orientation in its activities?*

The Human Development section regularly organizes educational visits to many renowned NGOs and Government Institutes of Kolkata like Manovikas Kendra, Indian Institute of Cerebral Palsy, Ramkrishna Mission Blind Boys' Academy and many other such places including those in other states (during educational excursions) like Amar Jyoti



(Delhi), SOS Children's' Village (Faridabad) and NIMHANS (Bangalore). Both students and faculty interact with the mentally, physically and socially challenged students and are exposed to different strata of the society.

Students of the Food & Nutrition section give lecture demonstrations on various health related issue at NGOs as a part of their *Community Nutrition* practical.

Also street food vendors were trained in food hygiene during the execution of the World Bank sponsored '*Street Food*' project.

7.3.8 *How does your institution actively support and strengthen the neighbourhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?*

The Institute extends help to the community through:

a) Monetary contributions and donations:

- Students and faculty members contributed to the Prime Minister's Relief fund to help people affected by floods in Bihar and Orissa.
- Adoption of different street children through CINI.

b) Training Programmes such as:

- Students from the Department of Commerce had undertaken a programme '*each-one-teach-one*' to educate the underprivileged.
- The students of the Department of Home Science participated in the '*Sevika*' Project where underprivileged girls were educated on basic necessities of life, health and hygiene and how to take care of the children and the elderly.



- c) Counselling: Faculty members and the students deliver lectures on different topics at community centres like IPER, CINI, Mentaaid, SOS Village, etc.

In addition the college conducts numerous community and neighbourhood services as *cited in 3.4.2*

The community needs are identified through direct contacts with the NGOs, research surveys undertaken by students and faculty members, and review of database from newspapers and other sources.

How do the faculty and students contribute in these activities?

Students and faculty members have together formed a social welfare club. Faculty members and students proactively contribute to the community support activities through lecture demonstrations using posters, charts and other aids, acting as volunteers for community support, donating in cash and kind, encouraging the entrepreneurial efforts of the disadvantaged.

7.3.9 Describe how your Institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

Student satisfaction is judged through student feedbacks, class responses, performance in examination and parent-teacher meetings.

The Institutional practices aimed at securing students' satisfaction in academic matters are:

- a) Strict compliance to the syllabus prescribed by the University and completion of the syllabi on time.
- b) Regular monitoring of each student's performance through regular class tests.
- c) Healthy teacher-students relationships that enable students to express their views freely.



The Institution updates its approach to meet the current and future educational needs and challenges by introducing new degree programmes and required infrastructural expansion / changes keeping in mind the job opportunities and the needs of the society.

7.3.10 How do you build relationships? a) to attract and retain students, b) to enhance students performance and c) to meet their expectations of learning

The Institution has built relationships by providing adequate modern infrastructure, good academic standards, student-centric teaching-learning, efficient faculty, democratic and congenial teaching-learning environment.

- a) Students are attracted and retained through**
- i) attractive and well maintained campus.
 - ii) conducive teaching-learning environment and personalized attention.
 - iii) availability of a wide range of programme options.
 - iv) employment generating courses.
 - v) wide range of co-curricular and extra-curricular activities.
 - vi) add-on courses.
- b) Student's performance is enhanced through**
- i) continuous internal evaluation
 - ii) bridge and remedial classes personal individual interaction with the faculty members.
 - iii) close teacher-student bond promoted by outings, picnics and excursions enables the former to know what students actually expect.
- c) Student's expectations are met through**
- i) Impressive infrastructure with modern technology and impressive library



- ii) Adequate teaching-learning strategies which are learner centric.
- iii) Qualified, experienced and specialized faculty
- iv) Quality teaching by a blend of faculty members and external subject experts.
- v) Freeships for students

For other details refer to 7.3.3.

7.3.11 *What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization and for better stakeholder relationship and satisfaction?*

Complaints from all stakeholders are received as follows:

- **Students:** Written complaints come through grievance redressal cell and student council meetings. Verbal complaint may be lodged with the Principal during meetings or with the head of the Department / sectional in-charges.
- **Faculty members** can also put their complaints in the grievance box or voice their problems at the time of general staff and academic council meetings. They also express their grievance during informal personal discussions with the Principal / Director.
- **Non teaching staff** can either put their complaints in the grievance box or convey it to the maintenance supervisor who then conveys the same to the Principal.

The Principal scrutinizes all formal as well as informal complaints received and promptly takes action, sometimes with the necessary intervention and assistance of the management. Timely and rational redressal of grievances fosters better stakeholder relationships and satisfaction.



FOR RE-ACCREDITATION

Question 1: *How are the Core Values of NAAC reflected in the various functions of the institution?*

Women's education and the concomitant empowerment form the foundation of the development of the Institute. Consequently, the curriculum is designed to ensure that the educational configuration serves as a dominant tool to raise the knowledge quotient and proficiency of the students. To fulfill this rationale, an optimum amount of theory and practical components have been incorporated in the course contents.

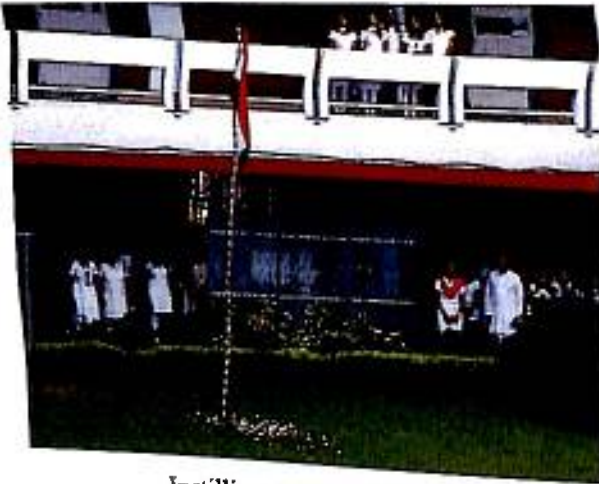
Individuals graduating from the Institute are nurtured to contribute to society and in the larger context, towards national development. Efforts are made to ascertain that global competencies are taken into account while formulating strategies for teaching-learning.

The Institute is progressive, resourceful and entrepreneurial in its approach. To that effect it has arranged collaborations with industries, network with neighbourhood agencies / bodies and has promoted a closer relationship between adeptness and knowledge.

The Institute takes pride in its ability to integrate basic values of ethics and honesty in its pedagogical applications. It also features a multi-cultural and diverse assemblage of students. For holistic development of its students, the Institute hosts a wide range of co-curricular and extra-curricular activities.



VII: Innovative Practices



Instilling patriotic feeling – Independence Day celebration at the Institute



Annually published College Magazine



Lecture on 'Information Technology- Online Business & Risk Management' delivered by Prof. Dipankar Dasgupta, Professor at University of Memphis, USA



Seminar on 'Plastics in aid of growth and environment'.



UGC-sponsored seminar on 'Necessity and scope of collaborative research in the field of higher education'



Panel discussion on 'Emerging issues to empower women'



Seminar on 'Total Financial Security'



Intercollegiate L. N. Birla debate hosted by the Institute



Corporate Management Quiz organized by the Department of Management



Seminar on Environmental issues: Achieving a sustainable future



Lecture on Holistic Approach to 'Environmental Issues' by Prof. Anando Dev Mukherjee



Seminar on 'Necessity & Scope of Industry-Institute Linkage'



EVALUATIVE REPORT

Department of Home Science

1. Faculty profile – adequacy and competency of faculty

A team of professionally qualified, experienced and dedicated full-time (permanent and contractual) faculty members drawn from various disciplines of education (*list given below*) contribute to the Department's academic excellence. The faculty members along with their teaching commitments take-up additional responsibilities relating to several co-curricular and extra-curricular activities that are conducted to bring about holistic development of the students.

Sl. No.	Name	Qualification
1	Dr. (Ms.) Deepali Singhee	PhD (Chemistry), M.Sc (Textiles & Clothing) & NET Qualified
2	Mrs. Lilu Mancha (contractual retired and on extension)	MSc (Food & Nutrition)
3	Mrs. Komal Sharma	MSc (Home Management)
4	Mrs. Samita Gupta	MSc (Textiles & Clothing) & NET Qualified
5	Dr. (Mrs.) Vipasha Chakraborty	PhD (Solid State Physics), MSc (Microwave Electronics) & NET Qualified
6	Dr. (Ms.) Krishnakali Bhattacharyya	PhD (Psychology), MSc (Psychology), B.Ed & SLET Qualified
7	Ms. Shivarati Bose	MSc (Food & Nutrition), Diploma in Dietetics - IHCA (Chennai), BEd (Home Science) & NET Qualified
8	Mrs. Amita Dutta	MFine (Painting) & NET Qualified
9	Mrs. Punam Mehra	MSc (Child Development), BEd (Home Science) & NET Qualified
10	Ms. Manushi Tewari	MSc (Textiles & Clothing) & NET Qualified
11	Dr. (Ms.) Banani De	PhD (Organic Chemistry), MSc (Organic Chemistry), B.Ed & NET Qualified
12	Dr. (Mrs.) Nandita Das	PhD (Physiology), MSc (Physiology) & B.Ed
13	Ms. Indrani Biswas	MSc (Food & Nutrition), PG Diploma in Dietetics & NET Qualified.
14	Mrs. Ishita Biswas	MSc (Community Resource Management & Extension), PG Diploma in Human



		Rights (pursuing) & NET Qualified.
15	Mrs. Simontini Mukhophadhyay (in place of Dr. Soma Dasgupta who resigned in 2008)	MSc (Applied Economics) and SLET Qualified
16	Dr. (Mrs.) Malobika Maity	PhD (Biochemistry) and MSc (Biochemistry)
17	Mrs. Smita Parekh (contractual)	MSc (Composite Home Science)
18	Mrs. Sohini Kaheli (contractual)	MSc (Human Development)
19	Ms. Ipshita Chatterjee (contractual)	MSc (Composite Home Science)
20	Mrs. Swati Kanoi (contractual)	MSc (Psychology)

2. *Student profile – entry level competencies, socioeconomic status, language proficiency etc.*

- **Entry level competencies:** For details refer to 2.1.2.
- **Socioeconomic status:** No distinction is made regarding the socioeconomic status of the students during admission. However, most of the students belong to the middle or high income groups. Also a large number of the students hail from minority communities and many of them are first generation graduates.
- **Language Proficiency:** Most of the students are from English medium schools. Students with less proficiency in English are given remedial classes to overcome their disadvantage.

3. *Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes*

Keeping the contemporary demands in mind, an extensive syllabus revision in the Department of Home Science was undertaken that led to segregation of the different Home Science specializations into separate departments. These courses under different departments have been introduced from the academic session 2009-2010 after getting



necessary approval from the university. Refer to Q2 of Reaccreditation Section of Criteria I.

Faculty members have been actively involved at all stages during the modification of existing courses and development of new courses. They have also consulted experts from academia, industry and alumni for the purpose.

4. *Trends in the success and drop out rates of students during the past two years.*

SUCCESS RATE OF STUDENTS DURING THE PAST TWO YEARS			
Year	No. of students appeared for the examination (final semester)	No. of students passed in the examination (final semester)	Success rate (%)
UNDERGRADUATE COURSES			
2007-2008	97	93	95.87
2008-2009	81	76*	93.8*
POSTGRADUATE COURSES			
2007-2008	28	25	89.2
2008-2009	13	11*	84.6*
DROP OUT RATE OF STUDENTS DURING THE PAST TWO YEARS			
Year	No. of Students Registered (first semester)	No. of Students appeared for the examination (final semester)	Dropout rate (%)
UNDERGRADUATE COURSES			
2005-2008	138	94	31.88
2006-2009	114	81	28.9
POSTGRADUATE COURSES - M.Sc			
2006-2008	25	19	24
2007-2009	04	03	25
POSTGRADUATE COURSES - PGDDAN			
2007-2008	10	9	10
2008-2009	12	10	16.6
* supplementary results awaited			

5. *Learning resources of the departments – library, computers, laboratories and other resources*



- **Library:** There is no separate departmental library at the main campus though the department separately receives funds to upgrade their library resources.
- **Computers:** A design studio has been added for students undertaking courses in interior and textile designing. Besides this, a *state-of-the-art* computer laboratory at the main campus is shared by both, Home Science and Commerce Departments.
- **Laboratories:** The focus of the Home Science education lies equally, if not more, on practical papers as on theoretical ones. Thus, the Department has a number of *state-of-the-art* laboratories that are well equipped to enable the students to understand the theoretical concepts with equal practical exposure; *for details refer to 4.1.1.*
- **Other Resources**
 - a) A **two bedroom flat** located outside the campus and hired by the management is used for *Residential Management Training*.
 - b) Separate **resource centers** with a collection of important learning materials are maintained by each specialization of the Department. This enables a better understanding of the theoretical concepts.
 - c) In the **departmental seminar libraries**, each specialization maintains an impressive reserve of student's seminar reports for further reference by all stakeholders.

6. *Modern Teaching methods practiced and use of ICT in teaching learning.*

Other than the traditional lecture method involving chalk and board, faculty members are encouraged to use PowerPoint presentations for lectures. In addition, methods like quizzing, debating, etc. are also made use of by the faculty members to make teaching-learning more



proactive. Guest lectures from subject experts are also arranged. Field visits and educational excursions are regularly conducted for a more pragmatic approach towards teaching-learning.

Faculty members are provided with computers having internet connectivity; this allows for effective use of ICT. Teaching-learning is also made student centric through presentations and seminars given by the students using ICT.

7. *Participation of teachers in academic and personal counseling of students*

Freshers are orientated on all necessary information as soon as they join the college.

Department of Home Science having an impressive teacher:student ratio (1:8), enables the teachers to give personalized attention and career guidance to the students. Counseling is undertaken by the teachers on one-to-one basis to solve personal problems of the students.

Flaws and mistakes are conscientiously pointed out by the teachers while correcting answer scripts. This enables students to understand their shortcomings and make necessary amends.

8. *Details of faculty development programmes and teachers who have been benefited during the past two years*

To keep abreast of developments in the respective area of specialization, teachers are encouraged to participate in national and international conferences / seminars / symposia etc., to attend refresher / orientation courses and other training programs. The college also grants study leave to the teachers for higher studies and research.

Refresher Courses attended by faculty members: Dr. (Ms.) Banani De attended a refresher course on 'Fundamentals and frontiers of



chemistry' organized by UGC Academic Staff College, Jadavpu University from 2nd January 2009 to 22nd January 2009.

Orientation Programmes attended by faculty members: Dr. (Ms.) Nandita Das attended an orientation programme organized by UGC Academic Staff College, Jadavpu University from 5th January 2009 to 24th January 2009.

Conferences (State / National / International) attended by faculty members:

- a) Mrs. Punam Mehra and Mrs. Smita Parekh attended an International Conference on '*Recent developments in Home Science: Epigenesis*' organized by Lady Irwin College of Home Science, New Delhi on 2nd to 6th October 2007.
- b) Mrs. Komal Sharma and Dr. Vipasha Chakraborty attended a one-day Conference on '*Best practices in higher education*' organized by the Quality Assurance Cell (NAAC), West Bengal State Council of Higher Education at Bangla Academy, Kolkata on 5th December 2007.
- c) Dr. (Mrs.) Nandita Das, attended the 19th Annual Conference on '*Current approaches of physiology to therapeutics and rehabilitation*' organized by Physiological Society of India on 6th to 8th December 2007 at the Faridabad Institute of Technology, New Delhi.
- d) Dr. Deepai Singhee, Ms. Shivarati Bose, Ms. Indrani Biswas, Ms. Ishita Biswas and Ms. Madhu Bachhawat attended the 27th Biennial Conference of Home Science Association of India held on 27th to 29th December 2007 at Government M. M. College of Home Science and Science for Women, Jabalpur.
- e) Dr. Soma Dasgupta read a paper at the 12th International & 43rd IAAP Conference 2008 jointly organized by IAAP in collaboration with Department of Applied Psychology, National Institute of



Technical Teachers Training & Research and Psychology Research Institute of Indian Statistical Institute on 7th to 9th February, 2008 at National Library auditorium, Kolkata.

- f) Dr. Banani De attended UGC-sponsored national Conference on '*Windows on chemistry I*' on 7th to 9th February 2008 at Bankura Sammilani College, Bankura, West Bengal.
- g) Dr. Nandita Das attended a biennial conference of Asia Oceania Research Organization on '*Genital infection & Neoplasia*' hosted by the Chittaranjan National Cancer Institute, Kolkata on 26th of April 2008.

Seminars attended by faculty members:

- a) Dr. Nandita Das attended a national seminar on '*Ayurveda in health care and its socio economic impact*', at Ramkrishna Mission Ashram, Kolkata on 29th & 30th March, 2008.
- b) Dr. Vipasha Chakraborty attended a seminar on '*Life and works of J C Bose*' hosted by Department of Chemistry, Jadavpur University on 27th March 2009.
- c) Dr. Krishnakali Bhattacharyya attended a seminar on '*Transference & methodology*' organized by Center for Counselling Services & Studies in Self Development, Jadavpur University, Psychoanalytic Therapy & Research Centre, Mumbai and Centre for the Study of Culture and Society, Bangalore on 19th & 20th January 2008.

All faculty members have also attended seminars organized by the Institute, list given in 2.3.3.

Training programmes attended by faculty members:

- a) Dr. Banani De attended UGC-sponsored training on '*e-Learning awareness*' jointly organized by Academic Staff College of Jadavpur University, Salt Lake campus and DOEACC, Kolkata center on 16th & 17th November 2007.



- b) Dr. Vipasha Chakraborty, Dr. Banani De, Ms. Manushi Tewari attended a training programme on '*Green school project*' conducted by Centre for Science and Environment (CSE) on 27th & 28th March 2009 at Birla High School for Girls, Kolkata.

Workshops attended by faculty members:

- a) Dr. (Mrs.) Soma Dasgupta attended a two-day workshop on '*Framing inter-cultural studies: China & India*' organized by India-China Cultural Studies Centre, Jadavpur University, in collaboration with the Center of Advance Study, Department of Comparative Literature on 18th to 19th December 2007.
- b) Mrs. Amita Dutta attended a workshop on '*Vegetable dyeing of fabrics*' on 26th April 2008 at Interlink Art Centre, Kolkata.
- c) Mrs. Komal Sharma and Mrs Ishita Biswas participated in a workshop on '*Barrier free environment designs for PWDs*' organized by National Institute for the Orthopaedically Ahndicapede in Collaboration with Department of Architecture, Jadavpur University on 23rd May 2008.
- d) Mrs. Amita Dutta attended a workshop on '*Paper making*' organized by Weaver's Studio on 8th & 9th Nov 2008.
- e) Mrs. Komal Sharma and Dr. (Mrs.) Vipasha Chakraborty attended a one-day workshop conducted by the West Bengal Council of Higher Education to review the preparations made by the Institute for reassessment on November 28, 2008.
- f) Mrs. Punam Mehra attended a workshop on '*Prenatal & postnatal development in child survival program*' organized by Compassion East India, Kolkata on the 13th January 2009.

Other faculty development programmes:

Mrs. Amita Dutta attended a faculty development programme on '*Challenges in teaching media & communication in a changing*



global scenario' organized by NSHM Institute of Media & Communication & American Center, Kolkata on 20th Feb 2009.

9. *Participation / contribution of teachers to the academic activities including teaching, consultancy and research*

- **Teaching:** Faculty members prepare lesson plans for each subject before commencement of the semester. Each faculty has a work load of not more than 24 classes of 45 minutes duration each per week. In addition some faculty members also deliver lectures at other institutes.
- **Workshops / Conferences / Seminars:** Teachers are encouraged to participate in workshops / conferences / seminars and other training programmes to update themselves; *for details refer to the question above*).
- **Consultancy:** Faculty members have rendered consultancy in framing of syllabus and training programmes, dietary recommendation of midday meal, etc; *for details refer to 3.3.1.*
- **Research:** Teachers undertake research projects in addition to guiding MSc dissertations at the Institute. Participation of faculty members in various research projects has seen successful completion of one major and two minor research projects in the last five years apart from two ongoing projects.

10. *Collaboration with other departments/institutions, at the State, National and International levels, and their outcome during the past two years.*

A major project (*Street Food*) was executed under Ministry of Health and Family Welfare, Government of India and was funded by the World Bank. Two faculty members of the department were a part of



the country wide team working on the project and represented the city of Kolkata.

To ensure that quality education as well as dynamic employment skills is available to its students, the Institute had initiated a 10-week training programme on *Soft Skills and Personality Development* in collaboration with Supersoft, an NGO.

For other collaborations refer to 3.4.4

11. *Priority areas for research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.*

Home Science being multidisciplinary in nature, incorporates in its curricula a judicious blend of science, applied science, social science and art. Thus, the thrust areas of research are varied and diverse in nature. Currently research work undertaken by the Institute has an interdisciplinary approach; *for details refer to Q 1 of 'For Re-accreditation' in Criteria III.*

Two faculty members (Dr. Soma Dasgupta and Dr. Banani De) are involved in different MRPs; *for details refer to 3.2.2.*

Research activities initiated by faculty members have lead to publication of papers in reputed journals (four by Dr Deepali Singhee and two by Dr. Banani De); *for details refer to 3.2.4.*

12. *Placement record of the past students and the contribution of the department to aid students placements.*

Mandatory 4-8 week internship in final semester is undertaken by all students of the specializations at the undergraduate and postgraduate levels (BSc, MSc and PGDDAN). The students are sent to various organizations such as hospitals, export houses, architectural and interior designing firms, hotels, NGO's, schools, etc. to undergo



training, gain practical experience and apply their classroom teaching to real life situations. Such an effort by the department offers students with an opportunity to build a link with commercial organizations and helps them for their career advancement.

Students are employed by the organization subsequent to the training and their graduation from the Institute. *For details refer to 5.1.3.* Also data regarding the available vacancies is notified by various organizations through post, email, etc. and is maintained by the department. Information regarding potential placement in academic and professional field is disseminated to students from time to time.

13. ***Plan of action of the department for the next five years.***

- a) MSc in Textiles & Clothing and MSc in Food & Nutrition would be introduced in the academic session 2009-2010 and one year postgraduate diploma in Hospitality Management would be introduced soon.
- b) Efforts would be made to restart BEd in Home Science subject to approval by NCTE.
- c) Syllabi of all postgraduate courses would be revised and updated to bring them at par with the newly introduced undergraduate courses.
- d) Postgraduate students would be trained to qualify the competitive examination (NET / SLET). Proposal would be sent to the affiliating university to recommend the inclusion of Home Science in SLET (State Level Eligibility Test).
- e) The Career Counseling and Placement Cell would be strengthened & tie-ups with good commercial establishments would be made.
- f) The Department is contemplating on implementing an online process for admission.
- g) Collaboration with academic institutes and organizations (national and international) for enhancement of skills and knowledge



quotient would be undertaken. Talks are on for starting a course in 'Fashion Retail Merchandising' in collaboration with Northumbria University, UK and collaboration with Arena Multimedia for starting add-on courses in multimedia and CAD.

- h) The Research Journal of the department would be published soon.
- i) More number of research projects would be taken up. Two such proposals would be submitted to the UGC for approval.
- j) Faculty exchange programmes are under consideration with other colleges in the country.
- k) Formal method of self appraisal and career advancement scheme would be introduced in the near future.
- l) A Refresher Course in Home Science would be organized in association with the UGC Academic Staff Collge, JU.
- m) The Biennial Conference of Home Science Association of India would be hosted by the Institute from 5th to 7th January 2010.
- n) Community and extension services would be strengthened by the Institute by undertaking projects in collaboration with organizations; beautification of the college lane and adjacent areas is under consideration. Further, the *each-one-teach-one* programme and *sevika* project would be revived.
- o) Possibilities for student enrollment in NCC would be explored.
- p) Under the student's welfare scheme, 'earn-while-you-learn' would be introduced.
- q) Alumni association would be strengthened.
- r) Specialized laboratories would be built by modifying and upgrading the existing ones to meet the requirements of the newly designed curricula.
- s) Further expansion of infrastructure maybe taken up subject to approval by the local authority.
- t) Full automation of the library would be achieved.



EVALUATIVE REPORT

Department of Commerce

1 Faculty profile – adequacy and competency of faculty

The Department of Commerce has professionally qualified experienced and dedicated faculty drawn from various educational fields, who contribute to the Institute's academic excellence. The full-time faculty at the Department of Commerce includes 6 permanent and 5 contractual members from relevant fields of study. The faculty profile is given below:

Sl. No.	Name	Qualification
1	Ms Rachana Kejriwal	MPhil, M.Com & BEd
2	Mrs. A. S. Manjulakshmi	MPhil, M.Com & ICWAI (Inter)
3	Ms. Sucharita Roy	MSc (Applied Mathematics), SLET & GATE
4	Mrs. Basudha Mukhopadhyay	MPhil, MSc (Economics), BEd & NET Qualified
5	Mrs. Atri Chakraborty	MA (Economics) & MBA (Human Resources) & NET qualified
6	Mrs. Keya Ghosh	MPhil & M.Com
7	Ms. Ruchi Jain (contractual)	MPhil, MA (English), MA (Education Management) & BEd
8	Ms. Sreetama De (contractual)	MCom, BEd & MPhil (pursuing)
9	Ms. Sangeeta Nath (contractual)	MSc (Mathematics)
10	Mrs. Sukhvinder Kaur (contractual)	MCA, Advanced Diploma in Computer Application
11	Mrs. Shabnam Khan Chowdhury (contractual)	MCom

2. Student profile–Entry-level competencies, socioeconomic status, language proficiency etc.

- Entry Level Competencies: For details refer to 2.1.2.



- **Socio-economic status:** Students mostly hail from middle to high socio-economic strata. The Institute does not make any distinction on the basis of socio-economic status during admission. A large number of students are from minority communities.
 - **Language Proficiency:** Most of the students admitted to the Department are from English Medium schools with proficiency in the language. Students coming from vernacular schools are provided special assistance through remedial courses.
3. *Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes.*

The Jadavpur University has officially sanctioned an increase in the number of seats in the department from 150 to 225 (increase by 75 seats) in 2007-2008 as recommended by the Advisory Committee duly formed by the University.

After successfully running the course (BCom) for 8 years, the department has recommended major modifications in the curricula and introduction of specializations ('Accountancy', 'Marketing' and 'Banking and Insurance') keeping in view the popular demand by students to the affiliating university. The revised curricula were proposed to the affiliating Jadavpur University in 2006 following consultations with eminent people in the field of commerce education. Subsequent to the approval of the curricula by the Faculty Council of Arts of the university, detailed syllabus is currently being prepared.

A proposal for introducing MCom was forwarded to the university with a view to provide upward mobility to the students graduating from the department. Following this, the Advisory Committee formed under the recommendation of the University made certain suggestions. A revised proposal will now be submitted to the university after incorporating these suggestions / recommendations.



Faculty members of the department are involved in the framing of the curricula and syllabi and are sourcing all information that would assist them in developing a course catering to the global needs and producing world class students.

4. *Trends in the success and dropout rates of students during the past two-year.*

SUCCESS RATE FOR TWO YEARS			
Year	Number of Students appeared for the exam (final semester)	Number of students passed in the exam (final semester)	Success Rate (%)
2007-2008	140	140	100
2008-2009	143	131*	91.6*

DROPOUT RATE FOR TWO YEARS			
Year	Number of students registered (first year)	Number of students appeared for the examination (final semester)	Dropout rate (%)
2005-2008	159	140	11.9
2006-2009	155	143	7.7

* supplementary results awaited

5. *Learning resources of the department - library, computers, laboratories and other resources.*

- **Library:** There is no separate departmental library at the main campus. However, the Department is allocated separate funds for books and journals.
- **Computer Laboratory:** The Department shares a state-of-the-art computer laboratory with LAN connectivity with the Department of Home Science at the main campus; *for details refer to 4.1.1.*

6. *Modern Teaching methods practiced and use of ICT in teaching learning.*



Apart from lecture method of teaching, faculty members also make use of other methods like quiz, debate, etc. Students have an access to computers and internet facility available in the internet zone and computer laboratory. Guest lectures are also frequently arranged where experts are invited to deliver talks on upcoming topics. Remedial teaching is arranged for the academically weak students after the regular class hours.

Faculty workstations are equipped with computers having internet connection and printers; this aid faculty members to prepare their lectures. Teaching-learning is rendered student centric through presentations and seminars enthusiastically given by the students.

7. *Participation of teachers in academic and personal counseling of students.*

Teachers undertake counselling of students who are free to consult them after class lectures. They also enable students to face adverse situations and help them to cope with personal problems. Flaws and mistakes are conscientiously pointed out by the teachers while correcting answerscripts. Teachers provide the students with comments in the answer scripts of the two internal class test, which helps the students to identify areas where they need to improve and understand their shortcomings so that they can improve their perform better in the end-semester examination.

8. *Details of faculty development programmes and teachers who have been benefited during the past two years.*

The Department supports and encourages participation of faculty members in seminars, conferences, refresher / orientation courses and workshops by granting them duty leave and also reimbursing registration and other related expenses.



- a) Mrs Baishali Agarwal attended two-day UGC-sponsored state level seminar on '*Urbanization and India – 20th century and after*' at Sri Shikshayatan College on 9th to 10th March 2007.
- b) Ms. Rachana Kejriwal attended an Orientation Programme organized by UGC Academic Staff College, Jadavpur University from 27th January to 24th February 2009.
- c) Mrs. Basudha Mukhopadhyay attended a faculty development programme on '*Challenges in teaching media & communication in a changing global scenario*' organized by NSHM Institute of Media & Communication & American Center, Kolkata on 20th Feb 2009.
- d) Mrs. A. S. Manjulakshmi, Mrs. Atri Chakraborty and Ms. Ruchi Jain attended a training programme on '*Green school project*' conducted by Centre for Science and Environment (CSE) at Birla High School for Girls, Kolkata on 27th & 28th March 2009.
- e) Mrs. Keya Ghosh & Ms. Rachana Kejriwal attended a UGC-sponsored seminar on '*Challenges and opportunities in commerce education – A new paradigm*' organized by the postgraduate Department of Commerce, St. Xavier's College, Kolkata on 2nd May, 2009.

Faculty members have also attended seminars organized by the Institute. *For details refer to 2.3.3.*

9. *Participation / contribution of teachers to the academic activities including teaching, consultancy and research.*

Faculty members prepare lesson plans for each subject before commencement of the semester. Each member has a workload of average 20 classes of 45 minutes duration each per week. The teachers are encouraged to participate in seminars and workshops to update knowledge and improve their pedagogical skills.



10. *Collaboration with other departments / institutions, at the State, National and International levels, and their outcome during the past two years.*

To ensure that quality education as well as dynamic employment skills is available to its students, the Institute had initiated a 10-week training programme on *Soft Skills and Personality Development* in association with Supersoft, an NGO. There has been an overwhelming response and students have even expressed their desire to enroll for an Advanced Course.

11. *Priority areas for research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.*

As this is an undergraduate department, currently there no priority areas demarcated for research. However, some faculty members have prepared research proposals that will be submitted to the sponsoring body soon. Also some members have initiated their research work for PhD.

12. *Placement records of the past students and the contribution of the department to aid student's placement.*

As the BCom course offered by the Department is at the undergraduate level, most of the students (90%) prefer higher education (CA, ICWAI, CFA, CS, MBA) to employment.

The Department has informally introduced internship to provide vital experiential learning and practical knowledge to the students, which is however not mandatory. Students undergo training at various organizations like financial institutions, insurance companies, chartered accountancy firms, etc. at the end of the 4th semester. Such



training would now be formalized as a part of the curriculum in the revised course.

13. Plan of action of the department for next five years.

- a) To introduce specialization at the undergraduate level in the final year.
- b) Propose introduction of MCom in the department to the university.
- c) Introduce more add-on courses for the benefit of students.
- d) The Career Counseling and Placement Cell would be strengthened & tie-ups with good commercial establishments would be made.
- e) Collaboration with academic institutes and organizations (national and international) for enhancement of skills and knowledge quotient would be undertaken.
- f) Learning resources would be enhanced by increasing the number of books in the library and full automation of the library would be achieved.
- g) Research projects would be undertaken by faculty members and they would be encouraged to participate in conferences and provide consultancy services.
- h) Formal method of self appraisal and career advancement scheme would be introduced in the near future.
- i) Implementation of an online process for admission.
- j) Records of the student's progression to higher studies would be charted in a more organized manner.
- k) Community and extension services would be strengthened by the Institute by undertaking projects in collaboration with organizations.
- l) Possibilities for student enrollment in NCC would be explored.
- m) Further expansion of infrastructure maybe taken up subject to approval by the local authority..



EVALUATIVE REPORT

Department of Management

1. *Faculty profile - adequacy and competency of faculty*

The Department of Management has a mix of experienced professors, senior lecturers and industry experts. In addition some of the ex-students come back as guest and part-time faculty after completing postgraduate programmes at Newcastle Business School, UK and other reputed institutions in India.

Sl. No.	Name	Qualification
1	Prof. (Dr.) Suman K Mukherjee	PhD (Industrial Economics), MA (Economics) & FIMA
2	Mr. Amal Kumar Ray	MBA, PG-Diploma in SQC & BE (Mechanical)
3	Mr. Tapobrata Ray	MBA (Human Resource Management), MA (Sociology) & SLET Qualified
4	Dr. Ranee Kaur Banerjee (<i>contractual</i>)	PhD (Comparative Literature) from University of Georgia & MA (English Literature)
5	Mr. Shantanu P. Chakravarty (<i>contractual</i>)	MSc (Computer and Information Science), BSc (Computer Science) & NET Qualified
6	Mr. Debashish Chaudhury (<i>contractual</i>)	MTech (Aeronautical Structure) & BTech (Aeronautical Engineering)
7	Ms. Paramita Sarkar (<i>contractual</i>)	MPhil (Economics), MA (Economics) & B.Sc. (Economics)
8	Mr. Anupam Ghosh (<i>contractual</i>)	MBA (Finance) & BCom
9	Mr. Md. Feroz (<i>contractual</i>)	PG-Diploma (Human Resource Management) from IISWBM & B.Com

2. *Student profile – entry level competencies, socioeconomic status, language proficiency etc.*

- a) **Entry level competencies:** *For details refer to 2.1.2.*
- b) **Socioeconomic status:** The students mostly hail from middle to high socio-economic strata. The Institute follows equal opportunity



practices and does not discriminate on any grounds other than merit.

- c) **Language proficiency:** Most of the students are from English medium schools with proficiency in English.

3. ***Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes***

Over the last two years, Jadavpur University has increased the sanctioned seats from 100 in 2003 to 140 in 2007.

In the last two years, a course on *Life-skill Development* has been introduced as an add-on course in the curriculum. The Board of Studies of the Department comprising of faculty members is integral to the development and success of both, teaching methodology and the constant upgrading of the syllabi.

4. ***Trends in the success and dropout rates of students during the past two years.***

SUCCESS RATE OF STUDENTS DURING THE PAST TWO YEARS			
Year	No. of Students appeared for the examination (final semester)	No. of Students passed in the examination (final semester)	Success rate (%)
2007-2008	126	125	99.2
2008-2009	138	119*	86.2*
DROP OUT RATE OF STUDENTS DURING THE PAST TWO YEARS			
Year	No. of students Registered (first year)	No. of students appeared for the examination (final semester)	Dropout rate (%)
2005-2008	137	122	10.94
2006-2009	147	137	6.8

* supplementary results awaited



5. *Learning resources of the departments - library, computers, laboratories and other resources.*

- a) **Library:** The Learning Resource Centre houses a good collection of books, journals, magazines and daily newspapers. It also subscribes to the *Cygnus MBA Knowledge Portal-Platinum*. Ten computers, connected on LAN and Broadband internet are available to students in order to conduct on-line research and share information with each other and their faculty. Four additional computers serve faculty and staff. There is also the facility of in-house photocopying of material for students and faculty members.
- b) **Computer laboratory:** Two computer laboratories are used by the Department of Management during its working hours between 1.30 pm and 7.45 pm. In the morning hours, the laboratory facilities are also used by the Birla High School.
- c) **Other resources:** There are six large and well-equipped air-conditioned class-rooms that can seat about 80 students each, one additional classroom with a seating capacity for about 40 students and a seminar hall that seats 200.

6. *Modern teaching methods practiced and use of ICT in teaching – learning.*

Each lecture plan is dovetailed with question and answer sessions known as TSBs where it is mandatory for students to present their understanding of part of the material taught during the course and answer the questions put to them. The pedagogy used also makes room for remedial classes thus preempting the need for private tuitions.

It is mandatory for faculty members to display LCD presentations with every lecture. They must also submit a soft-copy of their power-point presentations of each lecture to the MIS coordinator. This ensures that



a blue-print of the entire course structure is stored in the MIS for use by external examiners or by other faculty members.

7. *Participation of teachers in academic and personal counseling of students.*

A strong aspect of the pedagogy of the department is the system of mentoring. Students are divided into two sections every semester. Each section has a faculty coordinator who is responsible for the academic, disciplinary and personal well-being of his / her students. A student's attendance, performance in class, conduct, participation in co-curricular and extra-curricular activities are all monitored by his / her faculty coordinator.

Since the course has term papers, internships and project dissertations built into its core curriculum, one-on-one student-teacher interaction and bonding become a natural part of the student's experience of daily life at the department.

8. *Details of faculty development programmes and teachers who have been benefited during the past two years.*

- a) Several faculty members have attended a 14-day faculty Development Programme organized by EDI, Ahmedabad between 15th and 28th December 2007 at Shillong, Meghalaya.
- b) Also relevant here are the bi-annual team-building excursions that the department deems mandatory for both students and teachers. These act as much as Faculty Development Programmes as student team-building excursions. During these excursions, each faculty member is given leadership of a group of students. Competitions on management issues are conducted. Faculty members hone their leadership motivation, communication and other soft skills and



receive feedback on their performance from students, peers as well as the Director.

9. *Participation / contribution of teachers to the academic activities including teaching, consultancy and research.*

- a) **Teaching:** As detailed above, the faculty at the Department constitutes the Board of Studies and is therefore an integral part to the development and success of both teaching methodology and constant upgrading of syllabi. Faculty members, thus, are constantly involved in mentoring as well as the teaching of syllabi. Faculty members have the freedom to decide on lecture plans but are required to submit their plans and TSB questions to the LRC at the beginning of each semester.
- b) **Consultancy:** Two faculty members have provided consultancy service; *for details refer to 3.3.1.*
- c) **Research:** Faculty members are appointed as guides during project-internship and dissertation stage and have to formally meet students on a fortnightly basis to ensure the quality and timely progress of their student's dissertations. In addition two faculty members from the department have registered for their PhD programmes.

10. *Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years.*

The Department continues to collaborate with Northumbria University, Newcastle, UK.

In addition, the department has been the academic partner of the Ministry of Small Industries (Government of India); leading Chambers of Commerce in the Eastern region; American Centre and British



Council and leading media houses (Times of India and Telegraph) in academic seminars, workshops etc. Brief notes on some of these collaborations are given below:

- Every year, the Department organizes the '*Green Biz Quiz*' in association with American Center and Indian Chamber of Commerce.
- The *Corporate Management Quiz* (involving 100 corporate houses and other organizations) is also a regular event organized in collaboration with Calcutta Club Limited.
- The Department collaborates regularly with Education Times (Times of India) to arrange Management seminars.
- The Department was the academic partner in the Indusum Fair 2004 organized by Ministry of SSI, Government of India.
- In May 2008 students of the Department collaborated with CNBC Awaz to host a television programme at the Institute's Seminar Hall. This half an hour national programme featured students of 4 Institutions. The topic of the discussion was the '*Pros and Cons of the Reservation Bill*'.
- A workshop on '*Consumer Protection*' was organized by the Institute in association with Consumer Affairs and Fair Business Practices, Government of West Bengal on August 14, 2008.

11. *Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years.*

Prof. (Dr.) Suman K Mukerjee is the author of the article '*Rajiv Gandhi-Towards Economic Development*', in the book '*The Legacy of Rajiv Gandhi*' published by New Approach: 2007. His column on Management Matters has already been published in Education Times (Times of India) since September 2006.



12. *Placement record of the past students and the contribution of the department to aid student placements.*

The Department has a placement cell consisting of a Placement Coordinator and a Placement Officer. The cell helps students find internships for their projects in the 6th semester. Often, students are offered positions in organizations where they have interned. Also, since a good percentage of them hail from business families, they opt for family business as their profession on graduating.

However, since this is an undergraduate department, many of the students go for higher studies in India or abroad and there is no real demand for final placements at the time they graduate. One of the students graduating from the department (Mr. Sanjay Banerjee) has been offered a starting salary package of Rs. 3 lacs a month by Everett Logistics Pvt. Ltd, Singapore.

13. *Plan of action of the department for the next five years.*

- a) Keeping in tune with the upcoming trends, the Department aims to establish itself as one of the best Business Schools of Eastern India.
- b) In the next five years, the learning resources would be enhanced by adding an e-library of Management related CDs, DVDs and educational films to the LRC, fully automating the library functions and bring in more on-line teaching tools. Inter-library loan facilities and other paperless methods of teaching and learning would be incorporated in the daily routine.
- c) The academic calendar in the next five years will show more co-curricular activities such as seminars, conferences and workshops and the department would work continually to enhance the skill-sets of the students and faculty members in various ways.



- d) Faculty members would be encouraged to participate in conferences and publish more research work.
- e) More collaboration with industry, corporate houses, foreign universities and other agencies would be forged.
- f) International quality in management education would be maintained by exploring possibilities for making the Department of Management an '*incubation center*' for management courses of MIT.
- g) The student progression would be charted in a more organized manner and students would be urged to become more active in the Alumni association to create a viable student network globally.



D) Declaration by the Head of the Institution

I certify that the data included in the Re-accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the Institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in the RAR during the Peer Team visit.

Principal
Dr. (Ms.) Deepali Singhee
Place: Kolkata
Date: 24.09.09



GLOSSARY & ABBREVIATIONS

Abbreviations

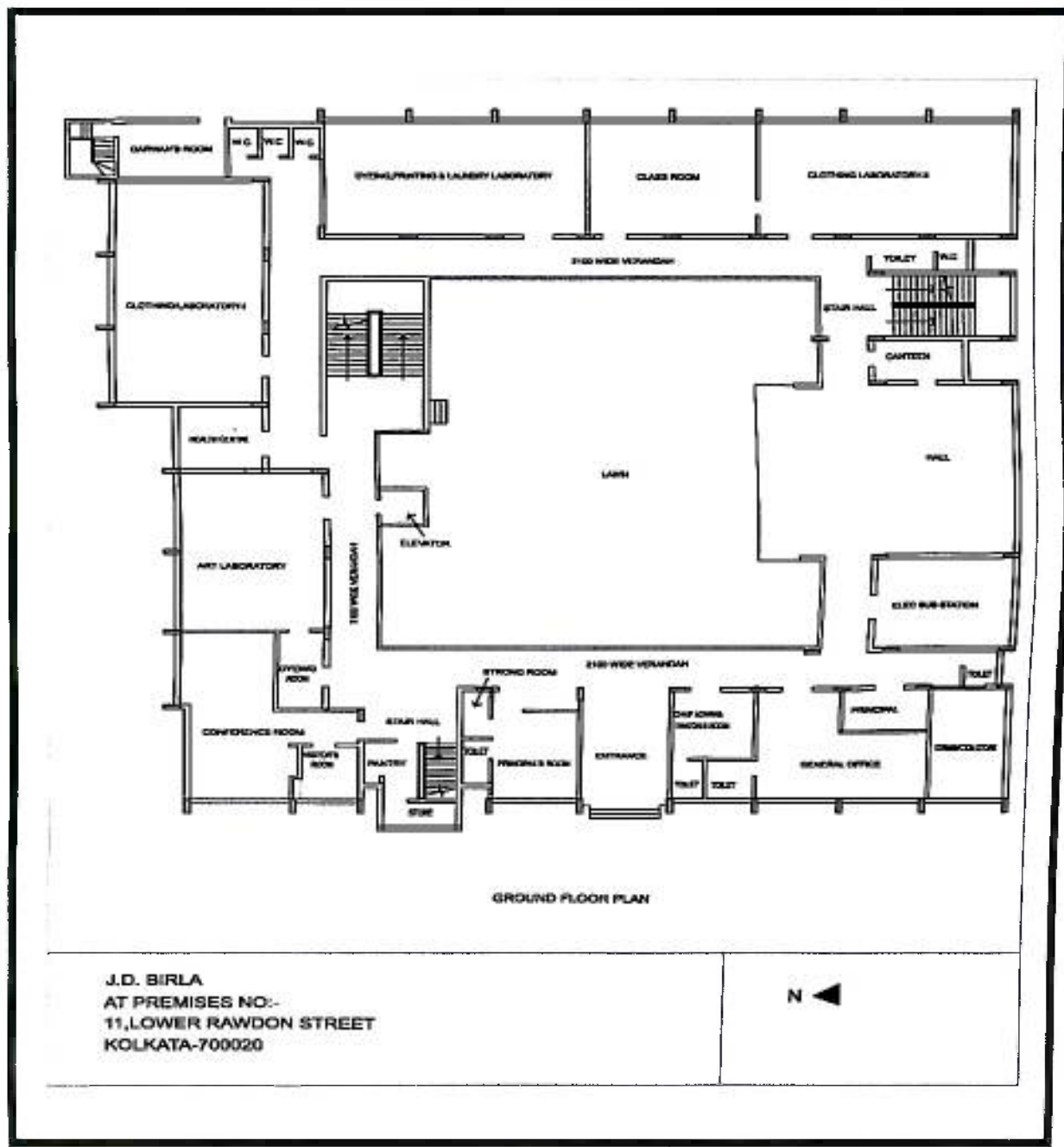
AC: Academic Council	IPER: Institute of Psychological and Educational Research
AICTE: All India Council of Technical Education	IQAC: Internal Quality Assurance Cell
AIMA: All India Management Association	IRDP: Integrated Rural Development Program
AMC: Annual Maintenance Contract	IRP: Information Resource Planning
AVR: Audio Visual Room	IT: Information Technology
BBA: Bachelors in Business Administration	JU: Jadavpur University
BEC: Business English Certificate	KB: Kilobytes
BOS: Board of Studies	LOI: Letter of Intention
CA: Chartered Accountancy	LRC: Library Resource Centre
CAS: Career Assessment Scheme	MIS: Management Information System
CCTV: Closed Circuit Television	MMA: Master in Management Administration
CFL: Compact Fluorescent Lamp	MRP: Minor Research Project
CGPA: Cumulative Grade Point Average	NAEP: National Adult Education Program
CH: Composite Home Science Section	NIFT: National Institute of Fashion Technology
CII: Confederation of Indian Industries	NIMHANS: National Institute of Mental Health and Neuro Sciences
CINI: Child in Need Institute	OHP: Overhead Projector
CS: Company Secretaryship	PA: Personal Assistant
CSIR: Centre of Science and Industrial Research	PG: Postgraduate
DST: Department of Science and Technology	RA: Reported Against
EC: Executive Council	RM: Resource Management Section
ERP: Enterprise Resource Planning	sel gr: Selection Grade
ESI: Employees' State Insurance	SGPA: Sessional Grade Point Average
ESIC: Employee State Insurance Corporation	SOS: Save Our Soul (an NGO)
FACT: Accounting Software	SPSS: Statistical Package for Social Sciences
FN: Food & Nutrition Section	Sr: Senior
HD: Human Development Section	TALLY: Accounting Software
Hons: Honours	TC: Textiles and Clothing Section
HSAI: Home Science association of India	TSB: Tutorial and Sessional Briefing
ICDS: Integrated Child Development Scheme	UG: Undergraduate
ICFAI: Institute of Chartered Financial Analysts of India	UPS: Uninterrupted Power Supply
	WBUT: West Bengal University of Technology

Glossary

- **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 & administrative staff.
- **Section:** Any one of the five areas of specialization as offered within the Home Science degree programmes. These are composite Home Science, Food & Nutrition, Human Development, Resource Management and Textiles & Clothing.
- **Teaching Staff:** Understood as meaning the faculty members only.
- **TSB:** A given course is divided into a number of questions (around 140 to 150) each covering a limited mandate. In a particular TSB class, the concerned teacher asks questions from this previously prepared list, pertaining to a given topic taught in the previous class. For every two teaching classes, there is one TSB class. The slow learners are given special attention. On receipt of an unsatisfactory answer, the teachers help students in preparing the answers and documenting them in a proper manner. This answer, duly corrected, is subsequently available in the Learning Resource Centre for reference purposes.

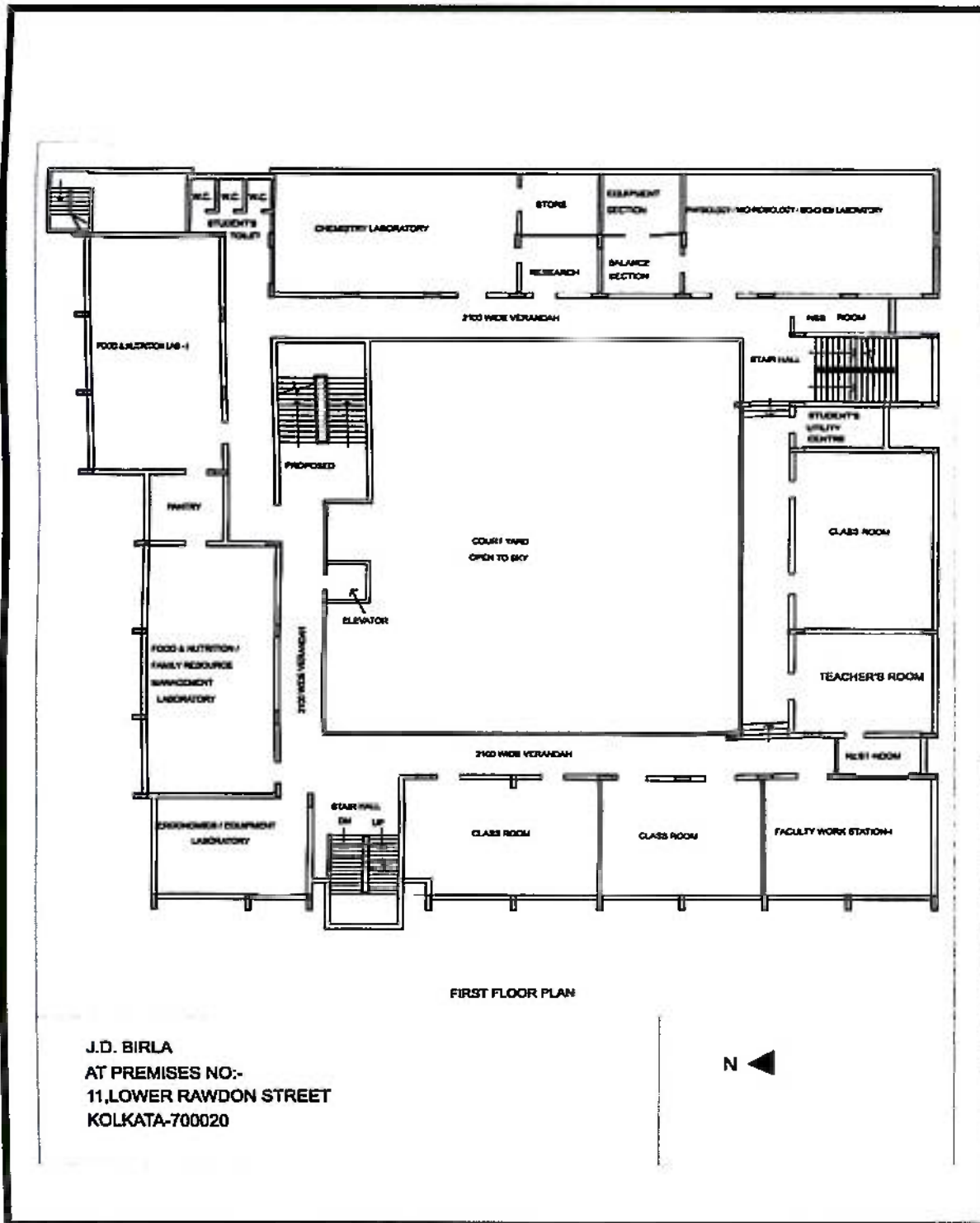


FIRST FLOOR PLAN (Main Campus)

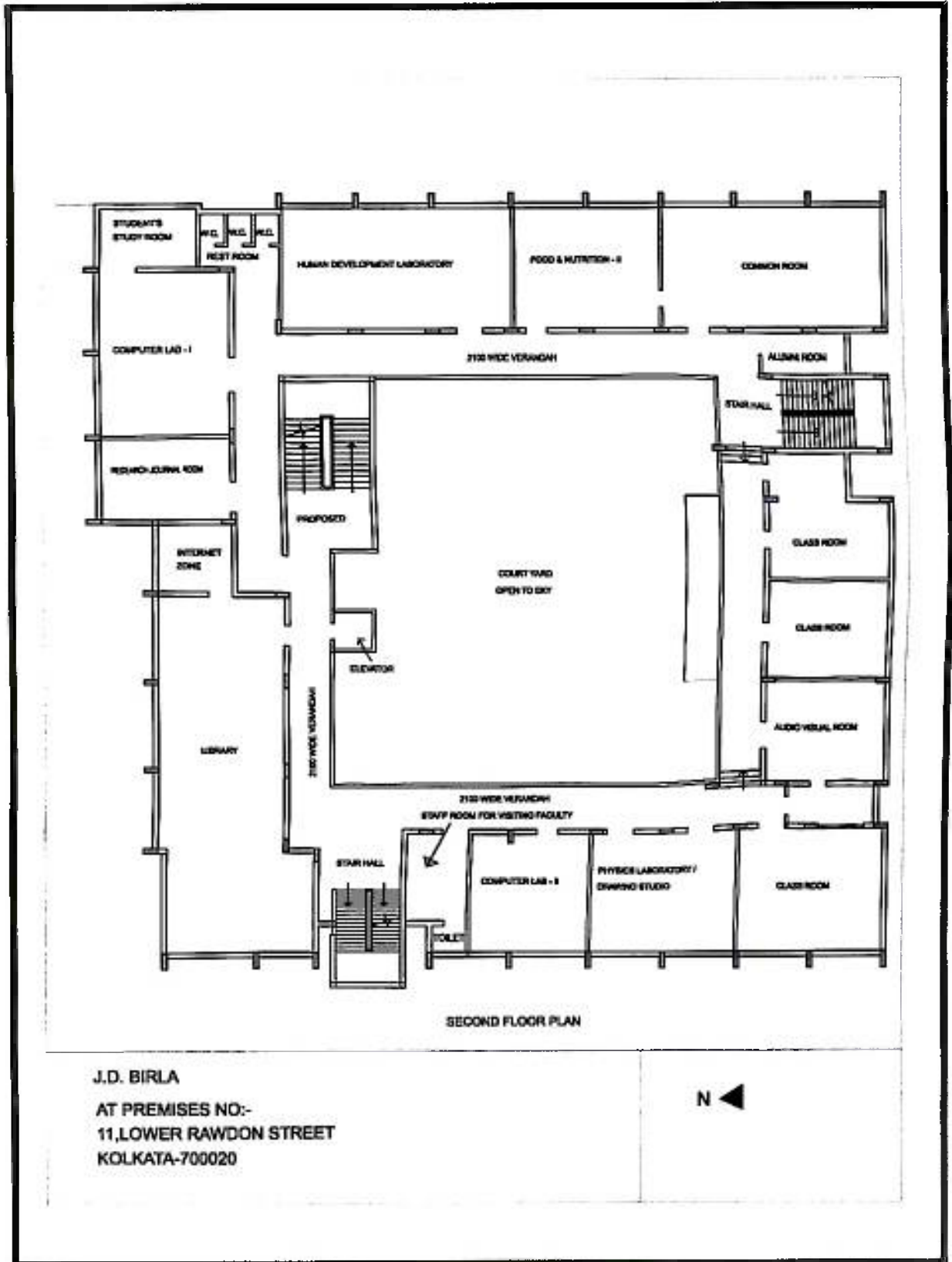




SECOND FLOOR PLAN (Main Campus)

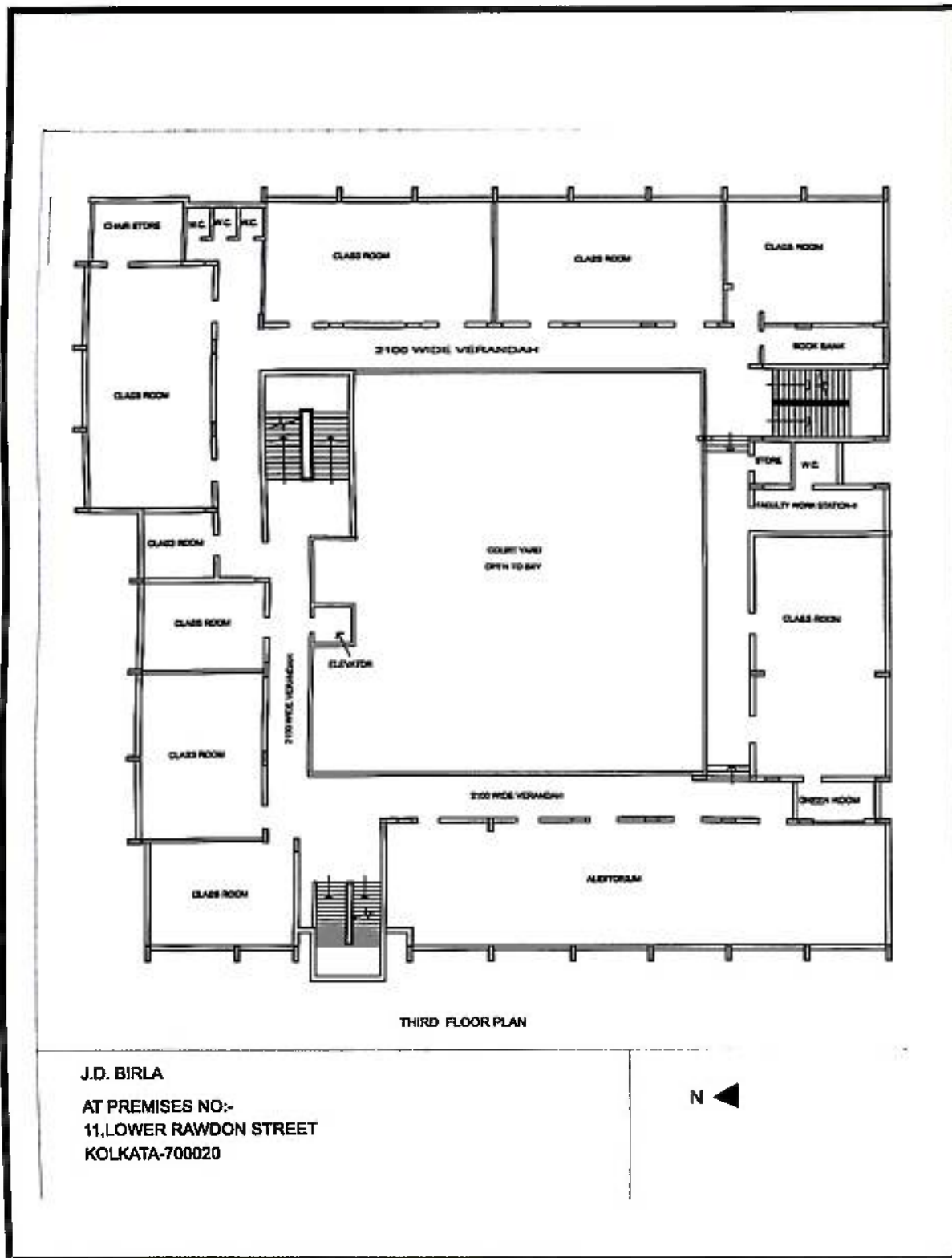


THIRD FLOOR PLAN (Main Campus)



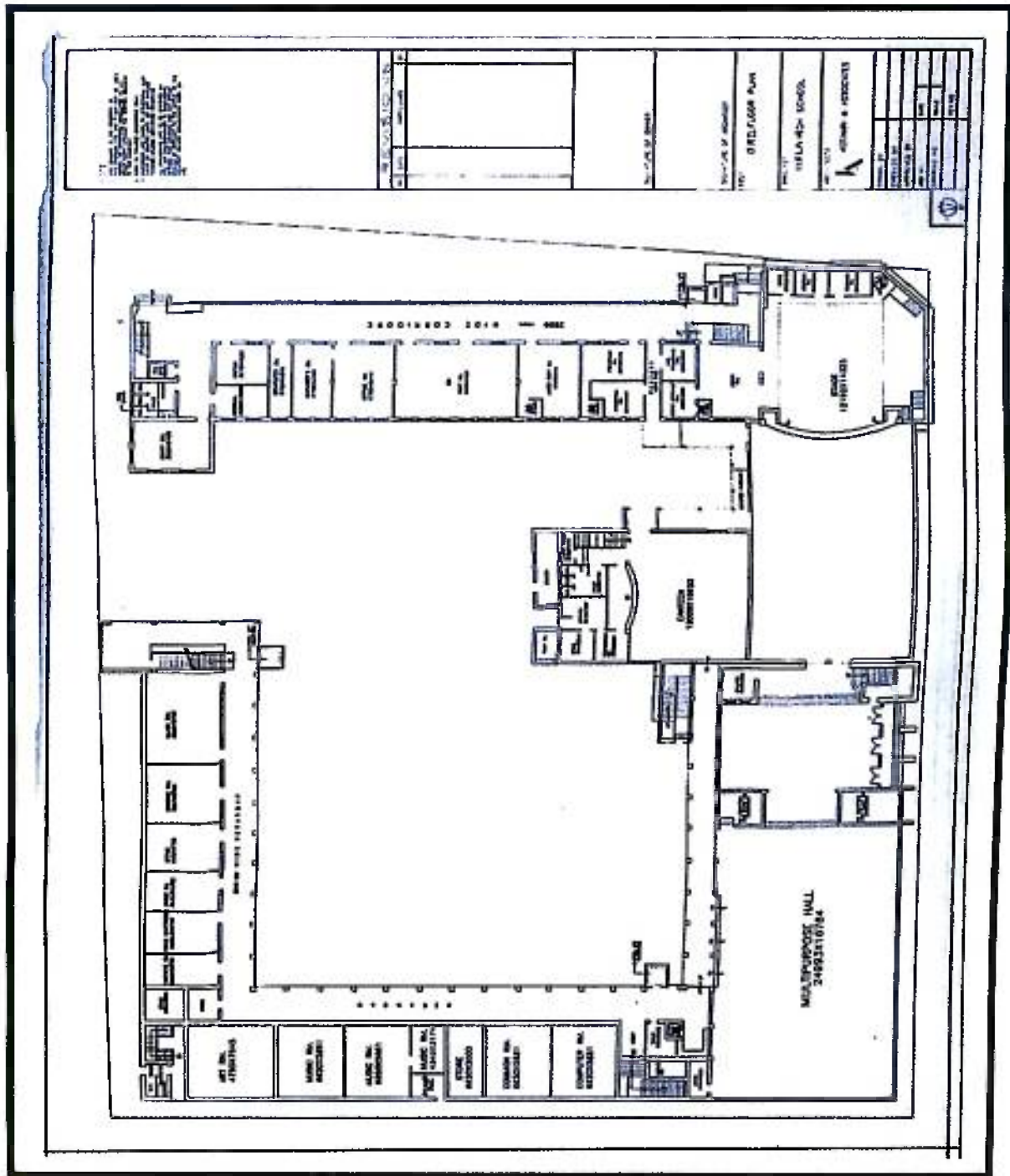


FOURTH FLOOR PLAN (Main Campus)

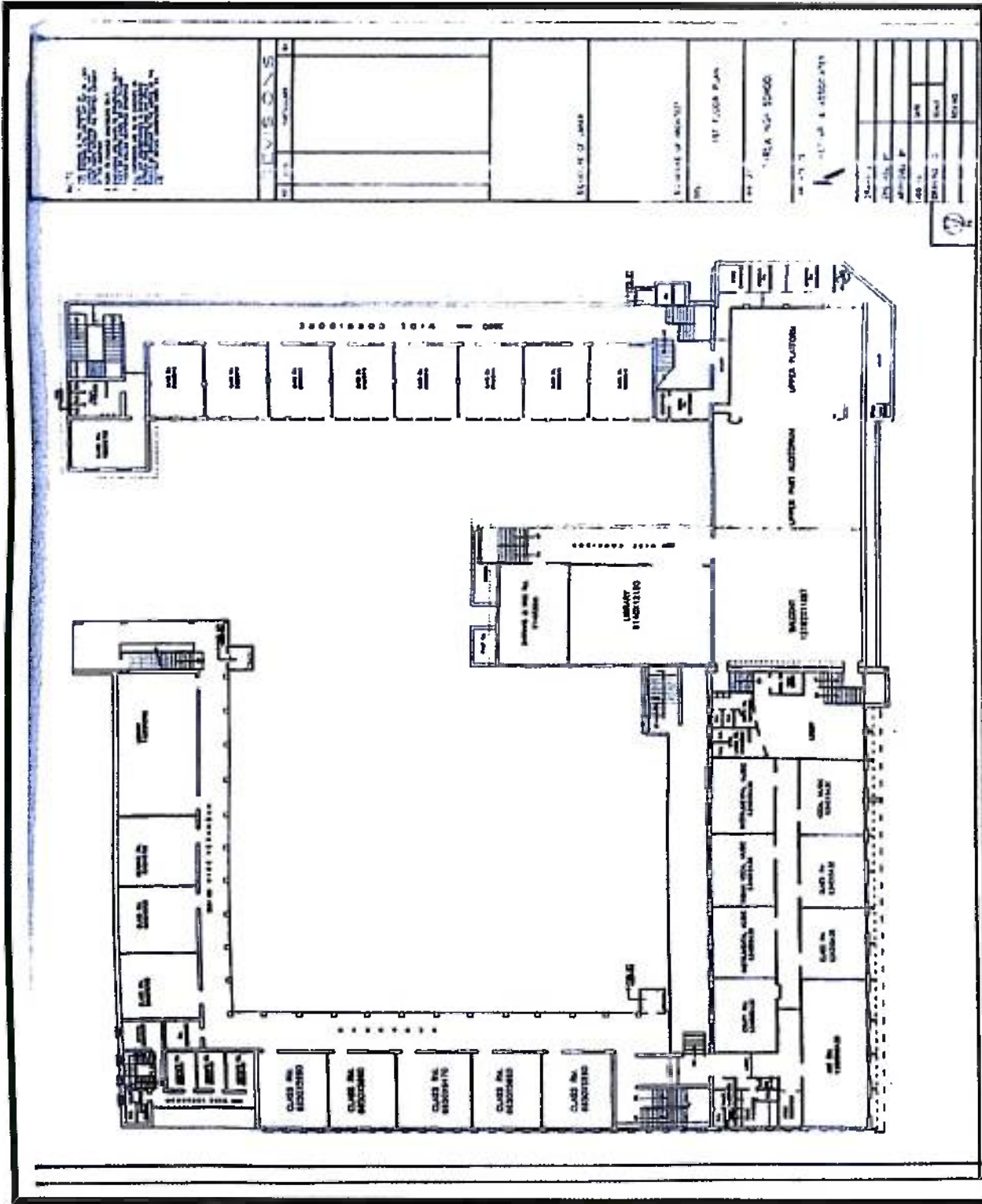




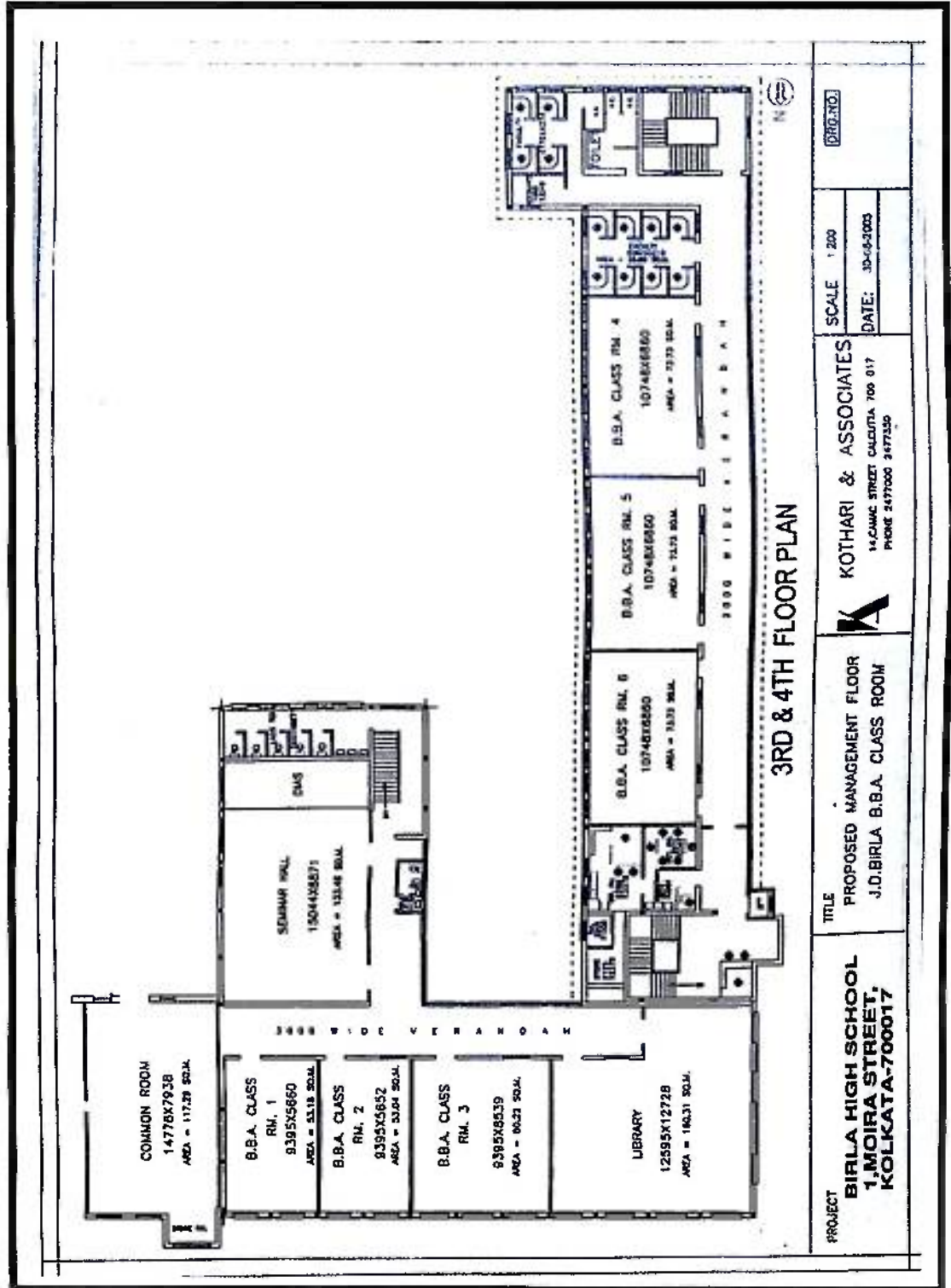
FLOOR PLAN (Satellite Center)



FLOOR PLAN (Satellite Center)



FLOOR PLAN (Satelite Centre)



PROJECT	BIRLA HIGH SCHOOL 1, MOIRA STREET, KOLKATA-700017	
	TITLE PROPOSED MANAGEMENT FLOOR J.D. BIRLA B.B.A. CLASS ROOM	
SCALE	1:200	DRG. NO.
DATE:	30-09-2005	
KOTHARI & ASSOCIATES 14, CHANC STREET CALCUTTA 700 017 PHONE 2577000 2477330		

AUDITOR'S REPORT (2009)

AUDITORS' REPORT

We report that we have audited the Balance Sheet of J. D. BIRLA INSTITUTE (UNIT OF SUKRITI EDUCATION SOCIETY) as at 31st March, 2009 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 20th day of August 2009.

For S. S. KOTHARI & CO.,
Chartered Accountants,



(R. N. Bardhan)
Membership No. 17270
Partner



AUDITOR'S REPORT (2008)

AUDITORS' REPORT

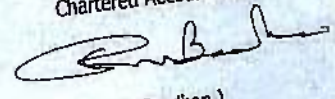
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'INDIA STEAMSHIP HOUSE'
21, Old Court House Street,

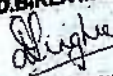
Kolkata, the 25th day of August, 2008.

For S. S. KOTHARI & CO.,
Chartered Accountants,



(R. N. Bardhan)
Partner



J.D. BIRLA INSTITUTE

AUTHORISED SIGNATORY

J. D. BIRLA INSTITUTE

(RITA BIBRA)
Chief Administrator

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Ph. no. 033 2475 5070/ 2476 7340 Tele Fax 2454 3243, Website: [www. jdbikolkata.com](http://www.jdbikolkata.com)

Satelite Centre: 1 Moira Street, Kolkata 700 017
Ph. no. 033 2281-7479/ 2281 4438 Te Fax 2281 7479