SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

COLLEGE OF HOME SCIENCE

NIRMALA NIKETAN 49 NEW MARINE LINES
400020
www.nirmalaniketan.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

College of Home Science, Nirmala Niketan; a Christian Minority Institute, is the first and only Home Science College affiliated to University of Mumbai dedicated to the empowerment of women. It started with humble beginning of 13 students enrolled for Diploma courses in Home Science by far sighted vision of our founder Principal Ms. C. Galby in 1955. Gradually degree programs were introduced and got the affiliation in 1969.Today in 2019, we celebrate the Golden Jubilee of our Degree section affiliation to University of Mumbai and are globally known as one of the pioneering women's education institutes. The college is registered under the Society Registration Act 1860 and a Public Trust Act 1950.The college is permanently affiliated to University of Mumbai and is approved under 2(f) and 12(b) UGC act. The college was reaccredited in 3rd cycle by NAAC with CGPA of 3.11 and 'A' Grade in 2014.

Through our motto, "THE GREATEST LAW OF LOVE IS SERVICE", the staff and students promote academic excellence while also reaching out to the less fortunate through sharing of their knowledge and skill expertise with them.

Goals of the College:

The College aims at the development of women through an education that is

- Life-oriented
- Career oriented
- Community oriented

Vision

Vision of the College:

The College aims at the total development of the Indian Women, by providing learning opportunities to empower her with knowledge, skills and attitudes, to face personal and professional challenges with confidence, inculcating values of respect, commitment and concern for the service of others, thereby enabling her to make positive contribution to society in the 21st Century.

Mission

Mission of the College:

- To work dedicatedly towards women's empowerment through socially-relevant, holistic, interdisciplinary education.
- To sensitize students to the needs of others, especially of those less advantaged and foster a service orientation.
- To respect egalitarian justice, use participatory governance and build capacity among students and staff.

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- To continually innovate and deliver a curriculum that is globally valuable, locally relevant and responsive to changing times and needs.
- To forge and enhance linkages with communities and organisations at multiple levels (e.g. local, regional, national and international).
- To contribute to the national and international knowledge base in Home Science and allied fields.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A pioneer institution for women's education and the only Home Science College affiliated to the University of Mumbai.
- Internationally renowned on account of its established reputation, augmented by iconic alumnae across the globe.
- Strategic location and easy accessibility.
- Proactive management with a progressive vision.
- Transparency in staff recruitments,student admissions .
- Various linkages and MOUs are signed with Local,National and International organizations.
- Productive extension activities.
- Dynamic student community with high potential for self- empowerment.
- Plethora of opportunities in curricular/ co- curricular activities and sports..
- Value Added Courses relevant to current demand.
- Excellent linkages with Community.
- Very good rapport between teachers and students.
- Hygienic, well-ventilated, well-lit classrooms and laboratories.
- ICT-enabled classrooms with LCD projection systems allowing routine use of PPT.
- Participatory governance.
- Offers multiple leadership opportunities to staff and students.
- Default academic autonomy which allows us to design our Home Science Curriculum at all levels (following due procedures).
- Dynamic, qualified team of teachers, many of whom are recognized nationally and internationally as experts in their field.
- All the faculty members have been recognized for postgraduate teaching
- Many are PhD guides (10 out of 24); Faculty are also appointed on Boards of Studies of multiple universities/colleges.
- Innovative, learner-centered, participatory teaching-learning methods employed regularly at all levels;
- Focus on development of entrepreneurial skills among students.
- Strong institute-industry linkage with collaboration for research and student placements.
- Staff and students have been participating and winning laurels at Avishkar.
- Inception of Research for F.Y,S.Y students --AARYA.
- Very good exposure to Rural & Urban extension work.

Institutional Weakness

- Consultancy needs to be strengthened.
- Lack of national and international students and faculty.

- Huge demand for collaborative work but restricted due to limited staff and time.
- Space constraints.
- Vacant positions for Teaching and Non-Teaching are not being filled due to non-availability of NOC.
- Potential donors to be contacted for augmenting the Corpus Fund.
- Alumni to be strengthened.

Institutional Opportunity

- Could become an excellent centre for interdisciplinary and community oriented research.
- The College can take a lead role in integrating value based education and extension activities into the Syllabus to mould students to fulfil the vision of the College.
- Foreign Universities have shown interest in collaborative ventures.
- Ample scope for providing consultancy services.
- Industry oriented courses can be designed to ensure employability.
- A number of Startups can be optimised Provide Technical Expertise for Women to emerge as Successful Entrepreneurs.
- Strategic Location enhances the opportunities for employment.
- Conducive environment for developing self ,both professionally and at personal level.
- Ample opportunities to staff and students to build up leadership qualities.
- Opportunity for organising Conferences / Seminars.
- Staff guide students for research projects.(M.Sc. & PhD).
- Staff invited as resource person by various NGOs/GO's,academic bodies to share expertise in specific fields.
- To take responsibility of various committees in college.
- To enhance number of skill-development and vocational courses.
- To create/ avail funds for research projects.
- To develop college-industry-community collaboration for academic and research activity.
- To achieve vertical growth by introducing PG courses.
- To enhance placement activity.
- To enhance support of alumni association.
- To develop virtual class rooms.
- Can participate in National level schemes , programmes.and policy making.
- To step forward to have a status of an autonomous institute.

Institutional Challenge

- Resource mobilisation from agencies apart from Government and UGC.
- Attracting international /national faculty and students.
- Space constraints to accommodate new courses.
- Competition from professional institutions locally and internationally.
- Sustainability of Home Science.

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning, Implementation and Enrichment

College of Home Science affiliated to the University of Mumbai, enjoys default academic autonomy regarding curriculum design and development. It offers Home Science programs at the Under graduate, Post graduate and PhD levels. There are three unaided M.Sc. programs affiliated to the University of Mumbai- M.Sc. in Food Processing Preservation, M.Sc. Sports Nutrition and Post Graduate Diploma in Dietetics and Applied Nutrition. There are certificate and Value-added courses, some are affiliated to University of Mumbai that help to transfer life skills and meet graduate attributes for employability. The Principal being the Chairperson of the Ad-Hoc Board of Home Science with a few faculty members on the BOS helps in periodic revision of the syllabus.

All courses are under the CBCS system. IQAC conducts seminars, workshops, guest lectures, faculty orientation programs for curriculum enrichment and enhancement. Cross cutting issues, Internships, field trips and extension activities are inbuilt into the curriculum. Preparation of Academic calendar, departmental meetings, allotment of workload, preparation of timetables, teacher's diary, use of ICT tools and academic software helps in better transaction of the syllabus.

Formal and Informal systems are in place. Feedback is analyzed and appropriate action is taken.

Teaching-learning and Evaluation

Student Enrollment and Profile

Student enrolment is 100%. 50% reservation for Christian Minority. Student-teacher ratio is 22:1

Catering to Student Diversity

Learning level percentages vary from 45% to distinction at the entry i.e. FYBSc. Learning resources and additional support systems are provided beyond classroom hours by the faculty. Advanced learners are encouraged to take MOOC courses and participate in Research Conventions.

Teaching Learning Process

100% teachers use ICT and various teaching methodologies.

Teacher Profile and Quality

96.04 % of full-time faculty positions are filled. 92.3 % are PG recognized. 38.5% have PhD and 37.3 % are PhD guides.

Evaluation Process

All teachers are examiners and moderators for various University examinations. The college has a transparent and efficient mechanism to deal with internal examination grievances. Evaluation of the attainment of the PO

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PSO and CO is carried out on basis of the feedback of different stake holders and students' progression to higher studies.

Student Performance

Learning outcomes are reflected in the high pass percentage of students. The average pass percentage is 94.3 % of the current year (TYBSc is 92.11 %, MSc is 95.83% and P.G. Diploma is 95%) They are successful in NET, SET and other competitive examinations.

Research, Innovations and Extension

Resource mobilization for Research

10 teachers are recognized as PhD guides. 24 teachers have received Research grants for 38 projects (Amount Rs. 124 lakhs) in last 5 years

Innovation Ecosystem

Staff and students have participated and won awards in research competitions like Avishkar. College has initiated intercollegiate research competition- AARYA at FYBSc and SYBSc level.

Research Publications and Awards

Faculty has published 86 ISSN publications and 83 ISBN publications to their credit (Total:169).This includes 110 papers,17 books and 42 chapters.Teachers have received International, National and State level awards.

Extension Activities

Students participate in extension activities off NSS, DLLE, WDC and are involved in activities such as construction of bunds, beach cleaning, tree plantation, blood donation, AIDS awareness, Swatch Bharat Abhiyan, gender issues

Collaborations

488 Linkages have been been established in the industry in the past five years.15 numbers of functional MOUs with colleges, NGOs and GOs have been formally established for academic, research and mutual use of library and research facilities.MHRD's(GOI) the Innovation and Incubation Cell has been set up in the college.

Infrastructure and Learning Resources

Provision is made in the annual budget for maintenance and upgradation of the physical facilities. All classrooms have ICT facilities. There are 12 laboratories, 1 Audio Visual room, 1 Multi-purpose auditorium, common room, gymnasium, staff rooms, toilet blocks on each floor. All rooms have good cross ventilation and plenty of natural light. The student computer ratio is 11.18 %. Management Information System (MIS) has been installed recently. The college hall has a seating capacity of 200 and good audio visual system. Hostel facility is available for girl students at Churchgate and Goregaon.

Library as a Learning Resource

The Library has approximately 14451 books, 31 Journals and Magazines, 104 rare. Average expenditure per year for books and journals is Rs. 8.7 lakhs. Usage of Library per day is 5.66%

Library committee oversees the smooth functioning and organizes annual book exibitions, best reader award etc.

IT Infrastructure

ICT facilities are adequately available for academic and administrative purposes and staff and students use these facilities.

Hardware and software is purchased as and when required.

There is regular maintenance of the IT facilities and the college promotes the optimum utilization of the same.

Bandwidth 50MBPS, Internet connections both from Hathway and MTNL are non-lease and campus Wi-Fi on all floors with LAN Facility.

Maintenance of Campus Infrastructure

11.75 % of the budget is on maintenance of campus infrastructure. Records are maintained for maximum utilization of space and any repairs or replacements required.

Student Support and Progression

Student Support

Financial assistance to economically backward students. Disseminating and helping needy students to avail of government scholarships, freeships and private scholarships. Total amount of Government scholarships 2018-19 to 19 students 2.80 % We offer the option of payment of fees in instalment to needy students. Midday meal facilities are provided to students in need. Mechanisms for placement, personal counselling and grievance redressal are in place.

Student Progression

33.33 % progression to higher studies. Placement of students 10.12 %. 14 students qualified for NET/SET exams. 25 students have successfully completed NSS.

Student Participation and Activities

Sports and Cultural activities organized at college level is 10 and 3 students participated in Inter-collegiate and Inter University activities and won 3 awards. Annual nature treks are organized.

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Alumni Engagement

The Alumni help in both financial and non-financial matters. Rs. 2,99,716/- amount in last five years has been raised.

Governance, Leadership and Management

Institution Vision and Leadership

Effective leadership, participatory management, representation of faculty in decision making, decentralization of authority helps to achieve the vision, mission and goals of the institute.

Strategy Development and Deployment

Financial resources are mobilized through industry, UGC, University philanthropist while human resources are mobilized through numerous linkages and MOUs. Perspective plans are made based on the NAAC Peer team of the previous cycle.

Faculty Empowerment

The college encourages the faculty to participate in refresher,orientation,Short term courses,FDP to complete their PhD.Partial financial support is provided to teachers for registration of seminars, conferences etc.Various talks and workshops are organized regularly for teachers eg: CAS, Soft skills, leave rules and service books.

Financial Management and Resource Mobilization

Internal and external financial audits are conducted regularly.

Internal Quality Assurance System

IQAC undertakes quality sustenance initiatives which include regular iqac meetings, timely submissions of AQARs , conduct academic audit, participation in NIRF, collection and analyses of feedback. It also reviews Teaching Learning Process.

Institutional Values and Best Practices

The College of Home Science, Nirmala Niketan, the only Home Science College affiliated to the University of Mumbai. Every year the college organizes various gender equality promotion programs, emphasizing women empowerment, self-protection, laws for women, improvement of physical and mental health, etc. The college has prepared a handbook of a code of conduct for students. For differently abled students, the college has provided basic amenities such as a ramp, railings in the lift, wheelchair, etc.

The college maintains and ensures complete transparency in its financial, academic and auxiliary functions by a participative mechanism.

The college also regularly organizes activities such as Swachh Bharat Abhiyan, International Women's Day,

Blood donation camps etc. for the promotion of universal values, human values, and national integration.

Topics and concepts on human values and professional ethics are not just part of two main courses at SYBSc Level, but also as part of several other courses across UG and PG programmes, that integrate human values and professional ethics as part of their course material.

The college strives hard towards promoting its Best Practices. High quality research has always been accorded priority in the college and as a result, numerous awards have been won in research conventions/competitions which bear testimony to the research excellence in the college. Another of our best practices focuses on using teaching – learning methods which promoting Skill-based education, Extension activities and Entrepreneurship.

As part of the distinctiveness of the college, the realization of the vision of empowerment of women has been well associated with the success of our alumni in fields of their choice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COLLEGE OF HOME SCIENCE
Address	Nirmala Niketan 49 New Marine lines
City	Mumbai
State	Maharashtra
Pin	400020
Website	www.nirmalaniketan.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Geeta Ibrahim	022-22076503	9820153902	022-2200321 7	chscnirmalaniketan @gmail.com
IQAC / CIQA coordinator	Ela Manoj Dedhia	022-22007544	9619492951	022-2201488 0	elamanojdedhia@y ahoo.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes religious-minority-certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	28-08-1969

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	31-03-1971	View Document
12B of UGC	31-03-2006	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1572854361.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nirmala Niketan 49 New Marine lines	Urban	0.33	1335.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSc,Home Science	36	HSC	English	200	199
PG	MSc,Home Science	24	BSc	English	12	12
PG	MSc,Home Science	24	BSc	English	12	12
PG	MSc,Home Science	24	BSc	English	20	20
PG	MSc,Home Science	24	BSc	English	12	12
PG	MSc,Home Science	24	BSc	English	20	20
PG Diploma recognised by statutory authority including university	PG Diploma, Home Science	12	BSc	English	20	19
Doctoral (Ph.D)	PhD or DPhil,Home Science	36	MSc	English	30	18

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1				8				19
Recruited	0	1	0	1	0	8	0	8	0	17	0	17
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				4
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				29
Recruited	15	6	0	21
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	1	2	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	5	0	0	5	0	11
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	3	0	0	11	0	14

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	28	0	30

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	191	4	0	2	197
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	69	4	0	0	73
	Others	0	0	0	0	0
Certificate / Awareness	Male	2	0	0	0	2
	Female	191	0	1	0	192
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	8	10	11	15
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	11	23	20	31
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	255	268	274	256
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	3	4	7
	Others	0	0	0	0
Total		275	305	310	309

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 444

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	8	8	8	8

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
677	697	663	647	606

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
148	148	148	148	145

File Description	Document
Institutional data in prescribed format	[View Document]

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
243	242	230	219	209

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	29	29	28

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	29	29	29

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 16

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
118.00867	153.29837	102.73534	84.14866	85.47265

Number of computers

Response: 59

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Process of Planning before delivery of the curriculum

- Effective curriculum delivery begins at the stage of the formation of the curriculum based on the needs of the industry,and to match the vision,mission of the institute to reach out to the community.
- The curriculum at the undergraduate level has been standardized to be consistent with the norms of the university protocol and prescribed format.
- The TYBSc curriculum revision focuses on entrepreneurship and extension with practical training inputs and skill development.
- The post graduate curriculum has been revised to make it more applicable in the industry and to include current concepts with global relevance as well as with a strong research emphasis.
- Prior to revision, feedback was obtained from the stake holders for required inputs and from the experts in the field, for current and anticipated industrial trends, following which the curriculum was revised after intense deliberations.

Process of effective delivery

- Further planning for effective delivery is ensured by efficient workload distribution with a balance of theory and practical periods for the faculty.
- The faculty has to plan and document a detailed work plan based on topic intensity and time availability at the commencement of the term, for effective completion of the syllabus.
- If required, extra lectures are conducted across all levels for effective completion of the syllabus.
- Students who find the syllabus challenging are given special attention to ensure that they are abreast of the class.
- The syllabus is made available to the learner for ready reference.
- Effective delivery has been possible with
  - The drafting of a detailed curriculum at the departmental level
  - The provision of and up to date library
  - Relevant reference books and resource material (web links, online resource material)
  - Substantiating teaching efforts with seminars, conferences and guest lectures for students at various levels
  - Multiple methods are employed to make the classroom experience relevant and applicable, like
    - Innovative audio-visual aids and
    - Interactive life and application based lectures
  - The process of sourcing, obtaining, documenting curricular feedback of all stakeholders and acting upon the obtained feedback is an important link in ensuring effective transaction of the syllabus.

- - The feedback from multiple stakeholders have been taken and communicated to the various departments via the IQAC which then led to drawing up action plans as well as its implementation.
  - The IQAC has put in motion a method of taking a detailed curricular feedback across all levels by the online method.
  - The computed results are shared with IQAC and the Governance as well as the departments.
  - The departments after due deliberations, decide to act on it if relevant, and make necessary additions to teaching plan in the present and the following academic year respectively.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 2

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document]
Details of the certificate/Diploma programs	[View Document]
Any additional information	[View Document]

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 30.82

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	1	06	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 32.96

1.2.1.1 How many new courses are introduced within the last five years

Response: 175

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 75

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 14.49

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
102	112	110	84	71

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The Institution has always believed in integrating gender issues, human values and ethical considerations in its curriculum. This is transacted both by curricular and co-curricular means.

Curricular Related

- At the FY and SY levels, the curriculum aspires to provide professional as well as life-oriented education in concurrence to our goals of the college, to our students.
- The curriculum design ensures that core human values, professional ethics and sensitization to human rights and values that are globally relevant like sustainability and gender studies, happen insidiously in the learner.
  - The Foundation course of FYBSc and SYBSc focuses extensively on Human rights, gender issues, sustainability and environment with the aim of inculcating these values into thought process of the students.
  - At these levels each core subject also imparts values
    - Nutrition and Meal Planning focuses on the value of Health and Good Nutrition and life style,
    - Child and Adolescent development focuses on the values to be inculcated in the young mind which includes gender and sustainability issues.
    - Traditional Textiles focuses on our country's traditional culture and the practical in Meal planning focusing on traditional recipes.
    - Professional ethics and values are covered under the paper on Management
  - At the TYBSc level, the curriculum ensures that core values continue to be looked at in varied subjects.
    - Service as a value and sensitization to gender equity is intensively dealt with, under the community-oriented subjects and the field work and practical that are built into the subjects.
    - All departments focus on entrepreneurship at the TY, PG and Masters levels within which professional ethics are detailed out, as is environmental studies and

sustainability.

- The learner graduates with the values of creating a career while safe guarding the environment and ensuring equity in the allocation of resources as well as addressing issues in all marginalized sections of the community.

Co-curricular related

- The curriculum is supported by a host of Co-curricular activities which lace the year focusing on varied human values.
    - The Women's Development Cell organizes sessions on Sexual Harassment Issues and means to tackle them as well as on Women's empowerment.
    - The interfaith committee holds programs that promote religious harmony with stress on secular thought and promoting peace.
    - Health as a life value is taken up by the Diet Counselling Center as well as by celebrations of the International Yoga Day to inculcate a proactive and healthful behaviour.
    - The Employment Placement Cell conducts sessions on professional values in addition to preparing students for a career.
    - All departments organize seminars and talks to integrate issues of global relevance and values into the learner's mind thus preparing them to take responsibility for the issues that need to be addressed and make them good citizens.

File Description	Document
Any Additional Information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 7

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 7

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 37.22

1.3.3.1 Number of students undertaking field projects or internships

Response: 252

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.34

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	7	7	11	8

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.02

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
312	309	310	305	275

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
326	326	326	326	320

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 24.52

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
35	53	36	37	20

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

- The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counseled, advised, suggested, and directed at the time of admission and Orientation program which is organized to familiarize with the course, mode of assessment as well as facilities available in college.
- Students with good co-curricular skills and talents are identified by the mentors and different committees of the college (member of cultural, sports, NSS, interfaith, student council) and are nurtured.
- Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with English as a medium of instruction. With the increase in number of students from vernacular medium additional support and guidance is provided outside the classroom hours. Remedial classes for English are also organized for the benefit of students.
- Majority of the theory papers have a practical component and the first practical is used for understanding the basic knowledge level of the students. Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills. Teachers are available in college premises as well as on WhatsApp and email to clear doubts and counsel on a one to one basis.
- College monitors the academic progress of students with special needs. The entire teaching and non-teaching faculty are sensitive to the diversity of the certified disabilities. They are provided an appropriate learning environment with the support of peer learning and modification of teaching and evaluation methods based on the needs of the students. Their academic needs are assessed, and each Department makes sure that they provide the required support to the student, be it

technological or verbal, to ensure better learning.

- Modifications are made in the teaching methodology and evaluation of the practical as per the need of the student (e.g. individual instruction, allocating more time, simplification of work). Distinct examination procedure is provided, and additional time is given to differently abled students for the exam.
- Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional online courses during semester breaks. They are also motivated to join innovation projects of the faculty to develop their research acumen.
- Participation in national and international seminars and conferences, presentation and publication of research data is also encouraged.
- A well-stocked library and computer resource center provide all students access to books, journals and e-resources.
- Several scholarships and awards are in place to reward the advanced learners for their excellence.
- Students are required to make course choices based on their core competence and aptitude, and skills they would like to acquire. The teachers from all departments orient and counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the students' aptitude and competence.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 22.57

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.15

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Learning at the college has always been student centric. The students participate in various academic and co-curricular activities within and outside the college.

- Visits to other institutes, field and educational trips, seminars and talks by experts are organized during the year. Students are given individual projects and class assignments, focusing on self-study and independent learning.
- They are also assigned group projects and activities which promote pair and peer learning and team building.
- Classroom discussions, debates, presentations by students, brainstorming activities, creating mind maps, role play, facilitate participative learning. Extension activities, industrial visits, internships and trainings ensure experiential learning for students.
- Engaging students in problem-solving based learning through continuous engagement with issues and challenges is encouraged in different subjects.
- As a part of routine teaching- learning process, the Departments organize workshops and training programs for students by inviting subject experts, practitioners, resource persons, activists from organizations of national and international eminence. The guiding principle behind workshops is to ensure that students can link theory with practice, apply their knowledge and develop new skills. Workshops also encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society.
- Students are given projects/dissertations to find creative solutions to the real-world problems and challenges of organizations they work with.
- Assignments are designed to promote holistic understanding of concepts taught in theory along with their practical applications.
- We have developed several support systems for the students and teachers that expand the learning environment like the library, and cyber /computer resource center.
- Students regularly participate in community work with NGOs, government organizations, schools, and hospitals, clinics with the links that college has fostered.
- ICT and multimedia-based learning are extensively used in classroom processes. The students are encouraged to volunteer for short assignments which help them acquire skill sets and build their resume.
- Various departments help students to work as an intern with privileged and underprivileged section (urban, rural and tribal), hospitals, NGOs, public health, food companies and food testing laboratories, hotel industry and serve as a training platform for the management of human, material and natural resources and fashion industry, interacts closely with craftsmen and industry offering ample participative learning opportunities to students which provides hands-on experience to them.

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 30

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 25.07

2.3.3.1 Number of mentors

Response: 27

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

- Teachers allocate assignments, projects and other tasks thereby encourage students to think critically, be innovative and creative in tackling the task assigned.
- Teaching pedagogies have been modified over time to facilitate innovation.
- The curriculum is planned in a way to complement a strong theoretical background with practical understanding. Innovations are conceived in such a way that they are sustainable. Students are encouraged to think of 'out of the box' solutions to issues like nutritional problems, occupational health, parenting, child care, upcycling and recycling of pre and post-consumer waste, resource utilization in communities and conduct awareness program.
- Teachers motivate students to participate as researchers in presenting poster and paper presentation and attend as well as organize conferences which inculcate a scientific temper at undergraduate and postgraduate level. College faculty initiated AARYA undergraduate intercollegiate research competition to promote research at first year and second year level.
- IQAC initiates a theme for the year, which is accelerated by each of the   Departments in their respective ways to make new products using sustainable and eco- friendly materials, reaching the unreached and have received awards for their research and innovation.
- Students are empowered to provide end-to-end solutions for different daily situations for project design, implementation and marketing. They are not only competent to optimize use of various resources but are also capable to evolve innovative ways of using them.
- Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information

to an audience.

- Mind Maps are also very quick to review, as it is easy to refresh the information in your mind just by glancing once. Mind Maps is also effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. Use of films, Pictures, music, color, even touch and smell play a part in our learning armory will help to recollect information for a long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds. Information is explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to picturize the concepts and show the same to the students. This would bring very high impact on the minds of the students about a concept
  - Creates clear understanding.
  - PowerPoint can be used widely.
  - Innovative thinking improves.
- Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication.
- Role playing and scenario analysis is mostly used to teach subjects such as management, hospitality, child development, adolescent development etc., to help understand specific topics.

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 95.35

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 37.69

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	10	11	12

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.45

2.4.3.1 Total experience of full-time teachers

Response: 463.4

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 34.25

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	4	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)

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2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 21.66

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

- The college follows the modalities of conducting the Continuous Internal Evaluation as prescribed by the University of Mumbai.
  - In the last five years there have been several changes in the mode of evaluation based on the type of program.
  - During the initial years (2013-2017) emphasis was on group projects and presentations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students.
  - Recently, (2015- 2017), internal assessment for theory papers was for 25% of the marks (25 marks in a 100-mark paper) which is split into 5 marks for attendance and 20 marks for two assignments of with one of them was unit test .
  - Currently, (2018-2019) 100% marking for undergraduates is external and some component of internal marks for post graduate (40:60 ratio) levels.
- Each department has worked out the details of how the assessment will be carried out for each paper taking care that learning objectives of each paper are achieved through the different assignments.
  - For theory papers it has been kept in mind that the assignments should not only test the knowledge base of the students but also foster creativity and out-of the-box thinking. It is a method of assessing whether learning outcomes for all courses are being achieved. It provides an opportunity to relook at and modify teaching strategies if the students are not performing well.
  - Students who miss the assignments due to ill health or participation in extracurricular activities of the college are given an opportunity to give the assignment on an alternate date.

- There is a set schedule for conducting the assignments which the students know in advance. This helps them to prepare in advance.
- Examination papers are set by both external and internal examiners wherein a balance of questions from every unit of the course is given with equal weightage to each of the units of each of the courses. College examination are conducted for first year and second year level and university exams carried for third year and master's level.

File Description	Document
Link for Additional Information	[View Document](#)

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The Institution ensures that all students are aware of the evaluation process through the college prospectus which is updated annually. The Orientation program held at the beginning of every academic year apprises students and their parents of the evaluation process and the schedule. In each of the departments, for each subject (theory and practical) being taught at undergraduate and postgraduate level a senior faculty member is nominated as mentor/coordinator who then coordinates curriculum transaction with other faculty members teaching the subject during the semester.

- Before the session begins, teaching plans are prepared and discussed among staff and students along with the mode of evaluation.
- Further, the examination committee of the college has recommended a basic structure for the continuous internal assessment of theory and practical with guidelines for dealing with absenteeism. The faculty members of each of the departments have a certain amount of flexibility in deciding on the kind of assignment so that creativity is not compromised.
- Guidelines for teachers and students for internal assessments are prepared as per the University guidelines and are made available to all faculty. Examination Committee along with the other committees monitor the continuous evaluation in theory and practical to ensure uniformity across courses and departments.
- Dates for the tests/examination are notified on the student notice boards as well as on website and announced by faculty in the respective classes at least two weeks in advance. Before the examination and after correction and checking of the answer sheets/assignments are shared with students and marking pattern is discussed.
  - The internal and external assessment list is displayed on the notice board at the end of the semester. Transparency and security of evaluation system is ensured. The institution has an effective mechanism for redressal of grievances pertaining to internal and external assessment. The maximum and minimum marks in internal assessments are further reviewed, discussed and debated regularly among staff.
- Students are also assessed by the teachers based on their participation in the class. Students' development in their subject areas and other co-scholastic activities is monitored through continuous and comprehensive assessment and feedback mechanism.
  - Assessment includes presentations, tests, assignments and projects by students who are mentored by teachers at regular intervals with feedback. Regular supervisors and rotation

supervisors all are involved in the process. The community work and tutorial work, NSS, DLLE, extension activities are assessed by the tutor. Transparency is maintained by teachers as they collaborate in a committee to assess every student. Objectivity of evaluation is maintained by multiple faculties being involved in the process.

File Description	Document
Link for Additional Information	[View Document](#)

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

- Students need to apply to the University for correction in marks and reevaluation at the third year (B. Sc.) and master's level. The process is governed by University of Mumbai Ordinances.
- The administrative office of the college guides the students about the process. The process is also explained on the University of Mumbai website (URL provided). For errors like the mark sheets indicating that the student was absent, the college promptly sends the duly certified attendance sheet to assist in locating marks in exam branch and correcting discrepancies.
- Unfair Means Inquiry Committee (UMIC) was established with the aim to take corrective and disciplinary action against a student for using unfair methods during examination conducted by college (i.e., F.Y. and S.Y. College level exams) in August 2016.
  - The committee promptly meets once or twice (according to the need, urgency and number of cases) in the academic year to decide the penalty after reviewing the nature and extent of unfair means employed by the student.
  - After deliberation, the committee decides the punishment to be imposed, viz., nullifying the examination of the paper in which she is found to be guilty; and/or nullifying/cancellation of examination for the entire semester, and/or debarring the students from appearing the remaining examinations (if any) from the same semester; or any other punishment deemed suitable by the committee. The decision taken by the UMIC is in keeping with the guidelines of UOM,and is submitted to the Principal in a sealed envelope for implementation.
- Grievances Examination committee addresses all grievances related to internal assessment marks. The examination committee and department coordinators are set-up at the college level to sort issues related to attendance and internal assessments and all queries are responded to by the Principal and Examination committee convener and team. The committee promptly deals with mistakes/errors related to attendance, internal assessment of the students.
- First Year and Second Year examinations are held as college conducted exams. However the process is very similar to the university of Mumbai examination. Internal and external examiners and moderators are appointed for paper setting and evaluation process. On declaration of results students can address their grievances to the coordinator, examination committee and administrative staff. Students can procure photocopies of their answer books and apply for revaluation if required.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- The college follows the Academic Calendar of the University of Mumbai. Examination Committee decides on dates during which the internal assessment assignments were to be given to students and dates by which the marks need to be submitted to the office. These dates were adhered to during each semester. In the odd semester the dates for the first assignment/test for theory papers lies towards last week August while for the second one in the last week of September/ beginning of October. In the even semester the dates were usually in the end of January and in mid-February.
- Dates for conducting presentation/submission of assignments and submission of marks were informed by the department coordinators/ heads in advance. Circular announcing dates of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on completion of first year admissions, mid semester breaks, gazetted holidays as well as other planned activities of the college such as the Student Festival, college day or Founders' day, Sports day, etc.
- Currently under the new assessment scheme as prescribed by the University of Mumbai internal evaluation exists only for foundation course subjects of first and second year level and for post graduate program. Keeping this in mind the respective subject teachers prescribe and inform the submission / presentation dates to the students as per their regular class schedule
- MOOC (Massive Online Open Courses) as prescribed under the umbrella of Swayam by the University of Mumbai are also implemented for the Second Year Masters Students in the current academic year.

File Description	Document
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The PSOs and COs are based on the goals of intuition which are based on a curricular that is a) life

orientation, b) community oriented and c) career oriented as well as the vision of college which states *"The college aims at the total development of Indian women, by providing learning opportunities to empower them with knowledge, skills and attitudes, to face personal and professional challenges with confidence, inculcating values of respect, commitment and concern for the service of others, thereby enabling them to make positive contribution to the society in the 21st century".* The PSOs and COs encompassing the objectives of the university programmes and course are stated in the syllabi which are available on the university website. The respective links of the syllabi with PSOs and COs are available on the website of the college. The COs or objectives of the self-designed courses are stated in their brochures or prospectus which are displayed on the college website.

Communication of PSOs and COs to teachers: Our college being the only Home Science college affiliated to University of Mumbai, we follow an independent program and syllabus approved by University of Mumbai. A number of the faculty have been members of BoS or of Syllabus Revision Committees, the process of understanding and sharing of all these outcomes takes place in appropriate manner and enhances the quality of teaching learning. In addition, the college IQAC supports various departments to host syllabus revision workshops proposed by the university. Syllabus Revision is accomplished on the basis of feedback from stakeholders (subject experts, alumnae, industry and parents). The departments discuss these PSOs and COs in their planning meetings well before the commencement of each semester. The possible ease or difficulties in the attainment of these outcomes is deliberated. These actions provide insights or proper perspective to the teachers with regard to the scope of the all the courses and their outcomes.

Communication of PSOs and COs to students: On commencement of teaching term, the syllabus with its outcomes is discussed in the class by the respective subject teachers. Syllabus copies, references, and POs and Cos are made available to the students in college library for their reference.

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college evaluates the attainment of program outcomes, program specific outcomes and course outcomes by structured as well as innovative / additional / non-conventional methods. Under the structured system, syllabi is taught and examinations at various levels are conducted and on the basis of the results, the rank holders are felicitated at the university and college.

For their development, many students voluntarily opt for one or more additional courses offered by the college. They are awarded their certificates at the Valedictory program of the College.

Furthermore, participation of students in various workshops, competitions, conferences and research competitions within and outside college are appreciated and acknowledged. The students also benefit largely from the various multi-level Industrial visits, Internships and extension programs (planned, organized and coordinated by both the college as well as University). The extension programmes are conducted in various settings like urban, semi-urban, rural and tribal through the presence of NSS as well as individual Departments.

The college attains and helps students acquire the skills by the following:

- Writing for renowned newspapers and magazines;
- Creative / academic writing for annual College magazine " Reflection"
- Participation and success in research competitions like URJITA AARYA and Avishkar.
- Contribution to specially designed literary /cultural programmes.
- Performance in competitions like elocution, debate, essay writing, story writing and
- Participation in group discussions on syllabus related concepts/issues/current affairs in classrooms.
- Completion of additional courses - Value Added Courses, Certificate Courses.
- Placements in food industry, private and governmental or non-governmental educational and scholastic set ups, textile and fashion industry, interiors, hospitality and hotel industry etc.
  During social programs such as different camps and workshops involving general public, the students are observed and checked for their sensitivity and social awareness.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 93.36

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 225

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 241

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.59

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 124

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
111.32	4.11	2.98	1.84	3.75

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 19.35

3.1.2.1 Number of teachers recognised as research guides

Response: 6

File Description	Document
Any additional information	[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.34

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 38

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 142

File Description	Document
Supporting document from Funding Agency	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Research Centre

The college has been recognised as a research centre for doctoral research by the University of Mumbai.

A Research Unit, with specially-appointed Research Director and research assistant(s), engages in sponsored research through collaboration with prestigious local/regional/national/international organizations.

Incubation through Research Conducted in each Department

An ecosystem for innovations has been created in the college through an extensive focus on high quality, locally and globally relevant research, which is simultaneously sensitive to addressing social and environmental concerns.

FND: Innovative ideas for food product development were invited from postgraduate students of FND Department, screened by experts from AFSTI (2017-2018), and selected ideas were executed as part of MSc dissertation (2018-2019): One student developed an innovative food product (Beta Bread, a gluten-free beetroot bread) in the industry (Galaxy Cloud Kitchens Ltd).

HD: One doctoral student has adapted a career invention model developed at the Promise Foundation Bangalore for rural youth in Maharashtra and Gujarat. Her career interventions were used by the Aga Khan Education Society India. Two master's students' dissertation on cyber-safety was funded by Aahaan Foundation (NGO), the results used by Mumbai police.

TFT: Research projects at MSc/PhD levels are appreciated by textile companies; chemicals, fabrics, other raw materials and latest testing facilities have been provided by the industry. Projects have been undertaken keeping in mind the potential for commercial viability. Students learn product design and development, and to liaise and work with the industry through first-hand experience. Some (ex)students have startups using work which they did for their dissertation, launching their own brands of clothing.

Initiatives for transfer of knowledge through research

Students/teachers make presentations in local/regional/national/international seminars/workshops/conferences and participate in scientific competitions. In 2018-2019, an intercollegiate research competition was successfully introduced by the college for FY/SY students: *Awareness and Action Research for Youth Awakening* (AARYA).TY/MSc/PhD students participate regularly in *Avishkar Research Convention* and have won awards in multiple years; awards and recognitions have also been obtained by students and staff in other competitions or at conferences.

Students/ex-students/teachers publish their research work in peer-reviewed journals.

Some of the students' UG/PG researches have been reported in national dailies.

Incubation and Transfer of Knowledge through Extension

Students of all departments and teachers are engaged through the year in providing their knowledge/expertise to vulnerable groups in urban/ rural/tribal communities.

Incubation Centre/Cell

Entrepreneurship Incubation Cell: The TFT Department instituted the *EIC* in 2016-2017, which organizes seminars and mentoring sessions for students. Students interact with professionals, industry experts, successful entrepreneurs and alumni, and learn how to set up their own enterprises. Students have completed two projects: Entrepreneurial Skill Development in Textile Fashion and Sustainable Social Entrepreneurship projects.

Institution's Innovation Council under the MHRD: FND and TFT Departments are participating in an MHRD initiative and have set up an IIC in which innovative projects have been conceptualized, products developed and exhibited, and best entries sent for evaluation at the national level.

File Description	Document
Any additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 88

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	13	8	22	14

File Description	Document
List of workshops/seminars during the last 5 years	
Any additional information	

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.2

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 12

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 10

File Description	Document
URL to the research page on HEI web site	
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	
Any additional information	

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

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Response: 1.88

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
23	11	5	11	5

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 2.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	16	12	20	21

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Besides academics, the college assigns a high weightage to value-building and service to others, with the vision/mission/goals/emblem all including a **service orientation**. For example:

- "inculcating values of respect, commitment, and concern for the service of others" (vision)

- "to sensitize students to the needs of others, especially of those less advantaged, and foster a service orientation" (mission)

Students are encouraged to identify the needs of a community and reach out to vulnerable groups of population in **tribal/rural** and **urban** slum areas, through camps/awareness programmes. The content is delivered through workshops, role plays/street plays, small group activities, games etc.

At the FY/SY levels, extension activities are largely through NSS. TY and MSc students participate in multiple extension activities:

(a) **Extension through Daughters of the Heart of Mary (DHM) centres**

- Collaboration with DHM management in rural/tribal/urban areas at institutes located at places like Chuim in Mumbai, Karasgaon and Kolad in Maharashtra, and Bharuch in Gujarat.
- 52% of all college students participate in extension activities at urban/rural/tribal DHM Centres every year; 100% of TY and MSc students.

(b) **Extension through linkages with a variety of GOs/NGOs** (e.g., ICDS, Muktangan Schools, Society for Vocational Rehabilitation of the Handicapped [SVRR] at Tardeo) **for multiple practical subjects at UG and PG levels.**

- 36% of all college students also participate in extension activities through linkages for their practical subjects every year; 100% of all TYs and aided MSc students.

(c) **Extension through NSS**

Examples include:

- AIDS Awareness drive
- 'Shramdhan'- construction of a check dam/Vanrai Bandhara for increasing the groundwater levels.
- **S**wach Bharat Abhiyan Cleanliness drive
- 8% of all college students (50) do extension activities as part of NSS every year (from 2015-16 onward).

(d) **Extension through Department of Lifelong Learning and Extension (DLLE) of the University of Mumbai:**

- Project on Women Issues
- Participation in Udaan Festival
- 11% of all college students also do extension activities through DLLE; 50% of the TYs.

(e) **Extension through organisation of special events** such as Elders' Day Out (organizing an entertaining visit to the college including a festive lunch for elderly residing in old age homes), Bal Utsav (a field trip and activities for underprivileged children), Jamboree Workshops.

(f) **Extension through celebration of Breastfeeding Week, National Nutrition Week, Women's Day, and World Health Day etc. with extension components.**

Students of each department are sensitized to the needs of a wide range of vulnerable groups and communities through these extension activities, and learn how to use their own knowledge and skills to work towards empowering these individuals and communities: For example, they are sensitized to the needs of children, youth and families in tribal, and rural areas; needs of children and adults in urban slums; needs of children and adults in hospitals and educational settings. Nutrition and health education, early childhood care and education, clothing and textile-related entrepreneurship, and fitness activities are some of the thrust areas in extension.

File Description	Document
Link for Additional Information	[View Document](#)

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 256

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
69	59	62	42	24

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 100

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
677	697	663	647	606

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 50

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	9	7	7

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 15

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	1	2	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institute has adequate facilities and has augmented its infrastructure to cater to the needs of the high demand for the courses. There are approximately 600-660 students enrolled from F.Y.B.Sc. to M.Sc., accordingly the rooms have been allotted as per the number of students:

- Three large classrooms (capacity- 90 to 100 students) used for F.Y.B.Sc. and S.Y.B.Sc.
- Medium sized classrooms (capacity – 40 to 50 students) used for T.Y. B.Sc. (four specializations).
- Smaller classrooms (capacity 15 to 20 students) used for M.Sc students.

In addition to the regular aided courses, adequate arrangements have been made for self-financed M.Sc. programmes and also for Certificate and Value added courses by making suitable adjustments in the time table, and thereby to maximally utilize the infrastructure. PhD students have laboratory facilities to carry out their PhD work on pre-planned timings.

All the classrooms are well-lit mainly by natural light enabled by large windows as well as by electrical lighting when necessary. Additional fixtures in all classrooms include chalk boards, bulletin boards, LCD projector with screen and in smaller rooms the LCD projector is connected to the television. There are a number of electrical fittings in each classroom which permits the use of electrical and electronic equipment. All classrooms have LCD projectors permanently installed that are used for PowerPoint presentations, viewing of movie clips etc. Large classrooms are equipped with the accompanying audio equipment which include inbuilt speakers. The college has also provided teachers with the use of wireless mouse in classrooms. Other facilities for lecture room use (available on request and advance booking) are collar microphone, laptop, slide projector, speakers, and CD player.

The college has a computer-lab-cum-cybercafé with thirty seven multicourse desktop computers set for teaching computer-related programmes/courses and executing computational projects, all computers are connected to the Internet. Advanced software such as Clarity English Software, SPSS, AUTOCAD, Diet Cal are available in the cybercafé. Computer facility with Internet is also provided to students and staff in the library. Wi-Fi facility is available in line for browsing and internet surfing.The college has adequate well equipped laboratories to meet the requirements of the varied curriculum of Home Science.The College Hall 'Marie Adelaide de Cicé' has a seating capacity of 250 which is often used to conduct seminars, conferences, workshops and competitions for students. It is also used for examinations and recreational activities.

In line with the diverse curriculum of Home Science, the college has in all 12 laboratories.The following designated laboratory areas:

- 3 Chemistry Laboratories and 2 Instrument rooms
- 1 Research Laboratory (equipped for research work by FND and TFT students)
- 2 Food Laboratories,3 Textile and Clothing Laboratories

- 1 Interior-Designing Laboratory
- 1 Computer-Laboratory-cum-cybercafé
- Multipurpose laboratory
- Audio-visual room for conducting group presentations and guest lectures

The open space in the garden area is used for certain sessions of practical at the S.Y. B.Sc. and T.Y.B.Sc. levels.

The requirements for classrooms and laboratories at different levels depend on the curriculum and course structure.

File Description	Document
Link for Additional Information	[View Document](#)

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

1. Facilities for Sports

The Sports Committee regularly organizes indoor games such as Carom, Chess, Badminton, Table Tennis, games and sports activities. These indoor games are conducted in the college hall 'Marie Adelaide de Cicé' and the common room.

Area of Hall 'Marie Adelaide de Cicé'-1425 sq. ft.

Area of Common room –548.3 sq. ft.

The backyard is used for Outdoor Games such as throw ball or badminton occasionally.

Tournaments are also conducted at regular intervals. The University Sports Ground (Marine Lines) is used for the Annual Sports Day.

User rate- 100 %

2. Facilities for Gymnasium

A Gymnasium is available on the seventh floor of the college. It was established in the year 2009. There are two rooms in the gymnasium with an attached bathroom, toilet, and dressing room. The gymnasium is open for students and staff. The timings of Gymnasium are from 11.00 am to 4.00 pm on all six days except Sundays and public holidays. On payment of a monthly/quarterly/yearly fee, students and staff can avail the gym facilities. This includes the use of some specialized gym equipment and the services of a gym instructor. Students are offered free trial sessions for a specific period to encourage them to make use of the gym. The Sports Committee also encourages them to use the facility. The gymnasium is well

equipped with machines like Treadmill, Cycle, Stepper, Flat Bench, Abs Exerciser, Dumb-bells, Ankle Weights,4 Pad Multi-gym, Elliptical Trainer, step board, digital weighing scale,4 exercise mats, and 2 exercise sticks. It is also used as a laboratory for self-financed course (M.Sc. Sports Nutrition) and T.Y.B.Sc.specializing in Community Resource Management as part of practical component in 'Ergonomic Investigation and Analysis' and 'Hotel Housekeeping Operations'.

Area of Gymnasium – 264 sq. ft.

3. Facilities for Yoga

The Gymnasium on the seventh floor and college hall also provides facility of different events - Annual International Day of Yoga, health camps and group exercises.

4. Facilities for Cultural Activities

The 'Marie Adelaide de Cicé' hall with a stage and a large rectangular open area is used for cultural activities. The walls are lined by windows with heavy curtains that allows for an airy light-filled space. The open area can be sectioned into three rooms if needed as there are two pull-out screens. Toilets can be accessed from the rear end of the hall. The hall has four doors placed in a manner for fire safety as well as for strategic purposes. The hall has a seating capacity of 250 if chairs are used; substantially larger numbers can be accommodated when durries are used. College functions such as Teachers' Day, Independence Day, Christmas programme, Degree Distribution Ceremony, Valedictory function, college staff and alumni meet, orientation programmes, seminar and conferences are held in the hall. The open area in the hall has been especially conducive for workshops, cultural events as well as college parties. The hall is fitted with sound system, mikes, digital screen (size 8' X 6'), LCD projector and computer.

File Description	Document
Link for Additional Information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 11.75

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
27.95	10.2	8.6	9.35	7.62495

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Name of ILMS software --   SLIM21

Nature of automation (fully or partially)-fully automated

Version- 3.5.0.33040

Year of Automation - 2009

The library is located on the 4th floor, it is well ventilated with seating capacity for about 100 readers. Library is fully automated since the year 2009 with WIFI. Library is using SLIM 21 software (Version-3.5.0.33040). The cost of software is Rs.1, 55000/-.

The features of the software are as follows:

1. WEBOPAC (Online Public Access Catalogue)
2. Lending of the books (Issue and Return for staff and Students)
3. Article Indexing for Research Journals
4. Acquisition of Books/CDs /Bound volumes /dissertation/Journals
5. Acquisition of Bound Volumes
6. Bar Coding of Books
7. Bibliography (list of Books/Dissertation /Journals /Bound Volumes)

8. Stock Taking
9. SDI (Selective Dissemination of Information)

Other Computerized Library Activities

1. Library Database – INFLIBNET (N-LIST)
2. 13 E- Journals
3. Reprographic service
4. Internet facility
5. CCTV

The College library has 10 computers and a separate Ph.D. room with 2 computers, and one computer at the Librarian desk and one computer at the Circulation counter only to be used by the library staff. Eight computers have OPAC facilities which is accessible to the students. Additionally library has one barcode scanner and one barcode printer, one scanner cum printer. The library has a separate internet connection and it is enabled with Wi-Fi. The entire library is under CCTV surveillance to prevent any untoward losses, in all there are seven CCTV cameras fixed at strategic locations. The library has been providing photocopy facility to its readers. The library has different sections for Reference Books, Rare books, CDs , ECE Lab Materials, Fiction Books, current reading, Dissertation Issue Counter, Journal and Magazine Sections, News Paper Reading section.

The College library provides **Inter- library loan facility** to its readers. Books can be shared with three institutions namely 1) Nirmala Niketan College of Social Work 2) SNDT Women's University 3) Anjuman - Islam's Institute of Hotel Management and Catering Technology.

The Library has been growing steadily over the years. At present, it has a rich collection of:

1.	**Articles Indexed**	**11246**
2.	**Books**	**14451**
3.	**Bound Volumes**	**1765**
4.	**CDs**	**371**
5.	**M.Sc Dissertations**	**1151**
6.	**E.C.C.E.Lab. Materials**	**1306**
7.	**Fiction**	**933**
8.	**Ph.D.Thesis**	**29**
9.	**E- Journals**	**13**
10.	**Journals and Magazines**	**31**
11.	**News Papers**	**7**

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library of College of Home science was instituted in 1955 started with few gifted books and it has more than 14,537documents (books and bound journals). It has rare collection of book that is distinguished by its early printing date, its limited issue, the special character of the edition or binding, or its historical interest.

Other Knowledge resources: (Early Childhood Care and Education (ECCE) Lab Material: Total Collection 1306)

The ECCE Lab material stored in the library, is used mainly by students from the department of Human Development for the DAP and ECCE practical. The material consists of Developmentally Appropriate puppets, soft toys, flashcards, games and toys to use as teaching aids. Some of the material was especially purchased for the ECCE Lab, while some of it has been developed by the students during their practicals over the years. This material has also been put to good use during the Department Mela activity for street children over the years

1	**Rare Books**	104
2	**CDs**	328
3	**Conference Proceedings**	38
4	**College Magazine**	30
5	**ECCE Lab Material**	1306

File Description	Document
Link for Additional Information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books

     5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 7.97

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
9.26	9.01	8.37	8.18	5.03

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.66

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 40

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The college has adequate IT Facilities which includes a total of 96 computers out of which students have access to 59 computers in the computer lab and library. The available bandwidth of internet connection in the Institution is50 MBPS Hathway line and two secondary 8 MBPS MTNL line. Both internet connections from Hathway and MTNL are non-lease lines.
- The passwords on the respective floors for Wi-Fi are made available to the staff and students.
- In addition the staff room has a separate Wi-Fi with router pass word which is made available only to the staff.
- The class rooms have LCD Projector with an output device and a Wi-Fi connection for internet access during lectures.
- The 7th floor staff room has LAN facility .There are 2 computer technician for the maintenance of the IT Facilities as and when required.
- MIS is introduced to facilitate the administrative work.
- The Wi-Fi was updated from MTNL to Hathway in the year 2018 for availing smooth, steady and fast connectivity in all areas of College premises.
- The college also purchases various software's in line with the course to enable students to get a hands-on experience with the latest IT developments in their respective fields such as:

1. "AUTOCAD" ID Software for students opting Interior design electives from the department of Community Resource Management
2. MS office, Coral draw, Adobe Photoshop: Value added computer course for F.Y.B.Sc. and S.Y.B.Sc. students.
3. CAD CAM Rich Peace pattern making and design software, Coral draw and Web designing software for T.Y. B. Sc. and M.Sc. students specializing in Textile and Fashion Technology
4. SPSS software: Training in SPSS is imparted to M.Sc. part II and PhD students for their research projects. One week course on SPSS during Research Methodology and Statistics coursework for Research Scholars.
5. Diet Cal a software for dietary assessment and planning
6. Students of Food, Nutrition and Dietetics are given access to the website ntutive.in which is used to record dietary recalls, plan the diet and gives the entire calculations of macro and micro-nutrients as

well as some phytonutrients all based on the new IFCT (Indian food Composition table) values. This software can be accessed online through the portal ntutive.in ,M.Sc. II students also used it for their research project.

7. Library is using SLIM 21 software (Version- 3.5.0.33040).

File Description	Document
Link for Additional Information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 11.47

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 13.74

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
7.60272	54.01953	15.66658	5.63794	4.31652

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Principal along with Heads of the Department, IQAC and other committees draw Standards of Procedures and guidelines for overall development of College and accordingly frame policies based on guidelines of UGC and University of Mumbai. There are in place different committees to look into maintenance and other infrastructural facilities.

1.Purchase Committee

The committee scrutinizes the proposal of fund utilization based on need and requirement to ensure optimal utilization of funds allocated to the respective departments each academic year. The decision is finalized on the basis of quotations. (Attached document of guidelines for procurement).

2. Library Advisory Committee

The library has advisory committee with a Librarian as convener and faculty members nominated as member of the committee by principal. This committee meet to discuss the function, requirements, utilization of resources, distribution of funds and other matter pertaining to the library. (Attached document of guidelines for library usage).

3. Time Table Committee

The time table committee includes all representatives of all the Departments and allocate the classrooms and laboratories as per the number of students admitted at F.Y.B.Sc., S.Y B.Sc., T.Y.B.Sc. and M.Sc. level

and also the facilities needed as per the curriculum at each level. The time table is created in a manner to accommodate the needs and requirements for teaching various subjects so that the facilities are utilized to optimum level.

4. Infrastructural Guidelines and policies (For use, repair and maintenance)

- **Use of LIFT:** College has front lift and rear lift. Students are allowed to use the rear lift and front lift up to the 5th floor for only going upward direction on regular basis. In case of physically disabled students and students with medical issues, lift can be used up to 7th floor both ways.
- **Use of classrooms**: Class representatives have to report any breakages/ non-functioning of instruments (LCD) in maintenance register and report to the concerned authority. Students are required to use furniture and fixtures in a responsible manner. They are not permitted to sit on the wooden table and window sill. Students have to make sure to switch off the LCD projector, lights and fan every time they vacate the classroom.
- **Use of Mobile Phones in College Premises**: Students are permitted to use mobile phones only in the lobby on the ground floor, the common room and on the landings at any time during the day; phones may also be used in other places during the break from 10.30 am – 11.00 am. There is fine of Rs 500/- for mobile usage in the class room during class, and Rs100 /- for mobile phone usage in other non- designated areas (Library, Laboratories, and Cyber café) throughout the entire day. Phones are to be switched off and placed in the bag during class hours. Students are permitted to charge their phones only in the common room. Students are responsible for the safekeeping of their mobile phones.
- **Use of Laboratories**:Students are not permitted in the laboratories without the presence of the faculty teacher. The M. Sc. and PhD students can use the laboratory and equipment's for research purpose only by prior booking of lab and placing a requisition for equipment's to be used. (Attachment of rules and regulations to be followed by students while working in food, Chemistry, Computer lab and Clothing lab).
- **MOU for sharing of laboratories with other educational institutes**:An Official Document of MOU is maintained for every academic year .These MOU enables our students to use laboratory facilities according to the prescribed terms and conditions which is revised every year, and documented. The MOU's have been undertaken with following Colleges for various departments and College.
- **Waste Disposal :** The College is following the BMC Rule to use wet and dry garbage bins. There are written instructions given to students at their Orientation programme to use Green dustbins for Wet waste disposal and Blue for Dry waste disposal. Every floor has written instructions displayed. (Attached written instruction for disposing waste)
- **Other infrastructure**:The maintenance required for equipments/installations/repair/servicing/annual maintenance and otherinfrastructural facilities is reported in maintenance book. There is a dead stock register maintained where nonfunctional equipment's are mentioned. The maintenance of infrastructure facilities like toilet blocks, equipment, furniture, replacement of fire extinguishers, electric work, plumbing, aqua guard, water cooler, water tank is on contract basis. Accession records are maintained at the purchase for library as well as for all laboratories. (Documents are attached for reference).
  - Electricity-The College has appointed a person on contract basis to look into the electricity maintenance. Electrician visits the college on weekly basis and whenever required for ensuring safety. All complaints of students and staff are reported with respect to electricity and electrical fixtures. In case of any problems encountered it is reported by the concerned support staff to the management representative who looks into the matter.

01-02-2020 09:50:22

- Water-The College has two overhead Tanks and four underground tanks .They are cleaned once a year, and sometimes as the need arises like monsoon. There are water coolers and water purifiers in all floors and there is AMC given for these. Additionally the support staff cleans twice a month. (Attached a copy of test report of water testing).
- Fire extinguisher-The College support staff have been trained to act during emergency situations. All the fire extinguishers are tested once in a month.

File Description	Document
Link for Additional Information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 1.3

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	5	6	5	8

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 6

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
53	59	30	35	23

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 27.31

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
228	214	135	206	121

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

01-02-2020 09:50:24

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7.42

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	18	8	21	14

File Description	Document
Self attested list of students placed	
Details of student placement during the last five years	

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 27.57

5.2.2.1 Number of outgoing students progressing to higher education

Response: 67

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education	
Any additional information	

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 27.1

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
23	7	7	7	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
39	29	22	34	33

File Description	Document
Upload supporting data for the same	<u>View Document</u>
Number of students qualifying in state/ national/ international level examinations during the last five years	<u>View Document</u>

5.3 Student Participation and Activities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<u>View Document</u>
e-copies of award letters and certificates	<u>View Document</u>
Any additional information	<u>View Document</u>

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Every year, elections for the posts of CR and ACR at the F.Y.B.Sc. and S.Y.B.Sc. levels are conducted by the co-ordinators while the elections for the same at the T.Y.B.Sc. and M.Sc. levels are conducted by the Heads of Departments. The student council is then selected according to the University prescribed format. The General Secretary and Treasurer is from the T.Y.B.Sc. level whereas the Assistant General Secretary and Assistant Treasurer is from the S.Y.B.Sc. level. The co-ordinators and Heads of Departments are in close communication with the students through the class representatives. In addition to the class representatives who are part of the student council, each committee also chooses student representatives to serve on the committees and to function as a communication channel between the committees and the

students. Various activities are conducted by the student council like Independence Day celebration, Teacher's Day celebration, fresher party, farewell party, cultural programmes on some occasions, etc. The student council office bearers and students also attend various programmes like:

- 2-day Leadership camp conducted by Mr. Adrian Rosario and Ms. Kinjal Maru (6-7 July 2014 for office bearers).
- A workshop on Transforming Indians to Transform India: Patriotic Transformation Workshop by Chinmaya Mission volunteers (12th August 2015 for F.Y.B.Sc. students)
- A seminar on 'Countering Substance Abuse (1-2 August 2016 for student council representatives),
- A session on 'Account Keeping and Submitting Purchased Document' (10th July, 2017 for all students).
- A talk on 'Substance Abuse' (10th July, 2017 for all students).
- A workshop on 'Constitution of India (25th November 2017 for student council members)'
- A 3-day 8th Bhartiya Chattra Sansad (19-21 January 2018) at MIT World Peace University in Pune. Here, 3 students attended series of sessions on Democracy in Black & White; Triple Talaq Drama and Discontent; Casteism in Indian Democracy; GDP v/s GDH; Environment, be mature and save nature; and Satyagraha, 100 years of Mahatma.
- A seminar on 'Eat Right Serve Right' (4th September 2018 for all students).

The student council representatives also attend other sessions organized by the University on student welfare and grievances. Leadership camps are organized every year for members of the student council to help them develop leadership skills and strategies. One role of the student council is also to procure student feedback. For the same, the General Secretary collects student feedback from CRs and ACRs of each class and presents it in the annual meeting of Local Management Committee (now College Development Committee). This gives all students an opportunity to voice their issues, concerns, if any. The student council is a very important and strong advocating body of our college which sees to the fact that student concerns and voices are heard.

File Description	Document
Link for Additional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 11.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	13	8	16

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni Association for year 2014-2019:

Designation	Name
President	Ms. Nina Dias
Vice President	Dr Ela Dedhia
Secretary	Ms. Vibha Hasija
Joint Secretary	Ms. Geeta Narang
Treasurer	Dr. Pratima Goyal
Joint Treasurer	Dr. Minelly Rodrigues

Some of the activities and contributions of the Alumni Association are as follows:

- The college has an Alumni Association which is in the process of getting registered.
- All graduating students become members. The association organizes an annual event and several academic programmes.
- Alumni with the required expertise and experience are invited to be examiners, resource persons, guest faculty, moderators, mentors, co-guides for research projects etc.
- The college has established a good network and the college administration and faculty continue to remain in touch with the alumnae.
- The alumnae members also periodically share their professional and entrepreneurial experiences with the students and parents.
- They form an important source of feedback during syllabus revision.
- They share their valuable experience and expertise with the students. Alumnae placed in positions of authority, recommend the college to potential employers and also support campus interviews.
- They also help the institute organize various visits, educational tours, internships in the respective industries.

Alumni support in various ways:

- Diamond Jubilee Fund Raising on 28th November 2015 at Verve Banquets. The invitation was extended to a number of alumni's and family members. The Carnival was attended by 150 alumni's.
- Charity Concert in Aid of Upgradation of Academic & Infrastructural facilities towards Women

Empowerment. – Musical Night by Samir & Dipalee – 7th January 2018

- Alumna have been instrumental in channelizing funds towards the college for student's development eg: In the year 2016-17, Ms. Naaznien Hussain in the capacity of President of Indian Dietetic Association (IDA), Mumbai Chapter has been instrumental in instituting a scholarship amount of Rs. 6 lakhs for Food Nutrition and Dietetics students.
- Dr. Ela Dedhia in capacity as Chairperson of SDC (Society of Dyes and Colourist), India has instrumented in instituting Award fund of Rs. 50,000/- for Textile Fashion and Technology students (2015-16).
- Ms. Naaznien Hussain in the capacity of President of IDA-Mumbai Chapter was instrumental in instituting a Hunger Free Project of Rs. 50,000/- in collaboration with the research Centre.
- Participation of alumni in seminars/conferences/symposiums organized by the college.
- The members of the Alumni Association have regular interaction with the Principal, the management, and the staff members regarding the overall development of the college.
- Some of the members of the Alumni Association are also having their representation on the CDC and IQAC committees.
- In the last five years, Alumni Association of the college has collected 2,99,716/- for the college development activities.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 10

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	3	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

The Management, Principal and Staff work in unison, in tune with the vision and mission of the college maintaining an open and interactive environment that encourages all stakeholders to participate in decision-making.

The Nirmala Niketan Institute (NNI) Trust is the executive authority and exercises supervision and control over the affairs of the college. The President and Vice President of the Trust interact with staff and students at formal and informal levels.

The next level of management is the CDC (College Development Committee), which meets four times a year. College has also constituted an internal CMC (College Management Committee) comprising of the Vice President, Manager, Principal, Advisor, Secretary of NNI Trust, department HODs and some senior staff and meets twice a semester.

The IQAC, meets regularly to initiate and review activities that contribute to the overall development of the institution.

Coordinators are appointed at the FY.B.Sc and S.Y.B.Sc levels to take care of the curricular and co-curricular activities.

Each Department Head holds regular meetings with their staff. The views of all staff are often considered before making decisions.

The Principal meets all staff periodically to discuss and decide on issues that concern the whole college. She also participates in departmental meetings and activities when required.

The Principal and Manager hold meetings with non-teaching staff and support staff to discuss relevant issues and seek their opinions.

Different committees are formed for the smooth implementation of various activities. Students and staff actively participate in discussions and decision making in many of these committees. Students are involved in leadership and decision-making roles as group leaders, class representatives, student convenors of committees and as members of the Student Council.

Superior-quality teaching-learning through innovative methods is emphasized. Many staff are members of BOS of UoM and other universities, and provide valuable inputs during syllabus revisions to make the curricula more relevant to current times. Recent advances in core subjects and needs expressed by the students are covered by guest lectures, seminars, etc.

Entrepreneurship is also given a strong thrust through talks by successful entrepreneurs and experts,

practical inputs and mentoring support.

Every student is involved in community outreach programs. Knowledge and skills gained from the courses are extended to the community especially the less privileged – in the neighbourhood, urban and semi-rural areas.

Emphasis is placed on career-planning, internships, placements and sessions to impart soft skills and positive attitudes, to help the student meet professional challenges. The college employs a Counselor to enable students face personal challenges with confidence.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college follows decentralization and participative management. Several committees are constituted in the college including all stakeholders in at least one committee.

The Head of the institution is the Principal. The management of the college is actively involved in the functioning of the college. The President of the Governing Body formally meets the principal, teaching and non- teaching staff and students annually. The Vice-President interacts with all sections of the College whenever required. The College has an on-campus manager (member of the management) who assists in some decision making. Some members of the management hold administrative positions in the college and oversee many aspects in the college.

A Local Managing Committee (LMC) now called as College Development Committee (CDC) meets to discuss activities that have been held and to plan for the next semester. The committees have representation from the Management, teaching and non-teaching staff, students, alumni and employers, in addition to the Principal.

The Principal delegates responsibilities to the Heads of Departments (HODs), coordinators and faculty members. Many decisions are made together with the IQAC Convenor and manager**.**

An internal College Management Committee (CMC) has been formed which meets at least twice a semester. Members include the Principal, Vice-President of the management, manager, advisor, HoD's and senior representatives of teaching and administrative staff.

All staff are members of statutory / non-statutory committees and are actively involved in decision-making. Staff is encouraged to plan and decide many activities independently and to take responsibility for the same. Since all the staff get an opportunity to be convenors of some committee or the other, leadership qualities are developed and strengthened.

Most committees also have representation from non-teaching staff and students. The student body of each of these committees meets together and discusses and plans various activities for the year.

An **example** of decentralization and participative management can be observed in the functioning of the Cultural Committee.

- The Cultural Committee comprises of students from all the classes of the college.
- This student body of the cultural committee meets together with the core student committee members and discusses and plans various cultural activities for the year.
- The suggestions are then put forth to the staff in the committee.
- After deliberating on the plans, the feasible suggestions are discussed with the Principal.
- Once approved, she takes these suggestions to the management.
- Once sanctioned, the committee is informed and implements the same.

The planning for and the successful execution of the annual college festival "Nirmal Utsav" is done in the above mentioned manner.

Similar kind of participative decision making involving students can also be witnessed in the planning and implementation of departmental activities such as, Jamboree, marketing of products sourced or prepared by students.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The College of Home Science ,Nirmala Niketan is committed to providing holistic development to the students .Based on the Peer team recommendations for the 3rd cycle ,the IQAC of the college developed a Perspective Plan to comply and fulfill most of the recommendations;

1. Augmentation of Infrastructure
2. IT to meet the growing demands
3. To strengthen alumni, build corpus
4. To strengthen collaborations and MOUs with Industry, academic institutions
5. To augment research output of staff and students
6. To set up NSS unit in the college

Case Study-

As the need to initiate NSS had been mentioned in the previous 2 cycles, this was set as top priority by the IQAC team.

The IQAC in its meeting dated 4th October 2014 decided to initiate NSS in the College. An application was made to University of Mumbai, National Service Scheme on 10th April 2015. The Cell allotted a self-financed NSS Unit of 50 NSS Volunteers for the year 2015-16 (Letter no. NSS/263/ 2015-2016 dated 20/06/15). The NSS unit was formed in College of Home Science, Nirmala Niketan on receipt of this approval.

'A Mini orientation for New Programme Officers' was conducted on 20/8/2015 at K. C. College which was attended the program officer and the teacher-in-charge.

50 students enrolled themselves. 2 students were deputed for a leadership training camp at Badlapur from 2nd to 6th September 2015.

Training was also given to the Programme Officer who attended an Orientation Course for Program Officers for NSS from 16th to 22nd Jan 2016 at Ahmednagar.

During the year, the students participated/conducted activities that help in community betterment. Each student attempted to complete 120 hours of activities during the academic year and participate in a special camp once in two years as per the requirement of NSS.

Each student has to maintain a diary of all activities which are checked periodically. At the end of the academic year these diaries are submitted during the scrutiny meeting to the NSS cell for certification.

The cell then issues a Certified List of the NSS volunteers of the college who are eligible for 10 marks u/s O.229 for the year.

This program is successfully implemented in the college since 2015-16.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- The college is a Christian minority institution affiliated to the University of Mumbai and is governed by the Nirmala Niketan Institute Trust managed by the Daughters of the Heart of Mary.

- The college has a two - tier system for its governance. At the Trust level is the Governing Body, President and Vice-President.
- At the college level, the Principal is the head and is assisted by the IQAC, HoDs and staff.
- A member of the management is the on-campus manager.
- The important decision-making bodies in the college are the IQAC, College Development Committee'(CDC) (statutory) and the College Management Committee (CMC). These bodies comprise of all stake holders- Management, Principal, staff, students, alumni and industry experts. They make plans for the college regarding academic, administrative and infrastructural matters and enable College to improve and maintain overall excellence. Specific recommendations regarding certain issues and needs are discussed with the management.
- The organization of departments includes Heads of Departments, Coordinators, teaching staff, Librarian.
- The administrative setup consists of Head clerk, Junior Clerks, Assistants and Attendants.

Service Rules:

- The college follows the rules and regulation laid down by the University of Mumbai, UGC and the Government of Maharashtra.

Procedures for Recruitment:

- Faculty and staff recruitment is done as per norms of Government of Maharashtra, University of Mumbai and UGC.
- The Management endeavours to fill the vacant positions for which NOC has not been obtained/ delayed. These positions are filled in keeping with the norms of the Government of Maharashtra, University of Mumbai and UGC.
- Since the government sanctioned posts are too few to carry out all the functions of the office, some non-teaching staff are management employees.

Procedures for Promotion:

- The promotions are done in keeping with the rules of the Government of Maharashtra, University of Mumbai and UGC.

Grievance Redressal Mechanisms:

- Whenever a student/ staff has a grievance, they are encouraged to address it with the person/ authority concerned. However the person could approach the higher authorities in an attempt to get satisfactory resolution of the problem. The staff, coordinators, Heads of department, Principal, administrator and management could be approached in case of any issue.
- Issues are also addressed when the Principal/ administrator/ management holds meetings with various groups. Resolution of concerns happens through open discussions. Certain issues are brought to the attention of the authorities by the student council and counselor and are promptly addressed.
- There is a Grievance Redressal Cell in the college which meets when required and functions in accordance with UGC regulations.
- The college has a Sexual Harassment Committee, Anti-ragging Committee and Internal Complaints Committee (ICC) to deal with related grievances.

- Written complaints about any issues in College including caste/ religion-based discrimination can be put into the suggestion box. The box is opened periodically and authorities address the grievances and suggest appropriate remedial measures.
- Students can also approach the University/ UGC Student Grievances Portal. (http://www.ugc.ac.in/grievance/)

The college has several other committees which play an important role in the decentralized management in the college.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The college has various committees for overall smooth functioning. Meetings are held regularly by the convenors of the committees with their members as and when required. Student members and non-teaching staff are also part of most committees. Plans made by the committee are put forth to the Principal for sanction.

Example-

The **Employment Placement Cell (EPC)** is the backbone of any academic institution. The Cell centrally handles Campus Selection and Placement for students across the four departments. Leading companies from all sectors are invited to the campus, where the eligible students are facilitated to go through the entire selection process. The selection is dependent on the student's ability and performance, as well as the norms of the industry.

The activities planned and organised by the EPC every academic year for all final year students are:

- Communication and networking to build relationship with the potential recruiters
- Coordinating with companies to learn about their requirements and recruitment procedures
- Grooming and training of the candidates for the placements. For e.g. In 2018-19, sessions on 'Classroom to Cubicle' by Rabab Ghadiali from Prism Innovative Learning (on 7th and 11th Feb 2019), 'CV Writing' and 'Facing an Interview' by Mr. Hugo Fernandes (18th and 20th March 2019) were organized.
- Invitation to potential recruiters to participate in the campus recruitment.

In 2018-19 nine organizations participated and held interviews on campus. 104 students attended the presentations.

- Identifying the needs and expectations of the companies to assist them in recruiting the most suitable candidates.
- Continuation of placement activities after the stipulated period, till all the students who desire employment are placed.
- Communication with students and employers and administrative activities to assist in smoothly complete the employment process.

16 students were employed as an outcome of the campus interviews this year.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

- Due to delayed payment of salaries by the Government, the management advances the full salary enabling staff to receive it on the 1st of every month.
- Salary advances are given to newly appointed staff who have not yet received salary from the Govt. of Maharashtra due to late fixation.
- Financial / other assistance when the staff or family members are ill.
- Scholarship is given each year for a child of a support staff for further studies.
- The college facilitates the prompt submission of required paperwork to the concerned authorities to enable ease in receipt of NOCs, pensions, etc.
- Study leave has been granted for FIP
- Duty leave to attend conferences, meetings or as examiners of other universities
- Different leave sanctioned are eg- child care leave, vasectomy leave, miscarriage leave, leave in case of any emergencies on the home front.
- Faculty development programmes either academic or for holistic development are conducted in-house for teaching and non- teaching staff.
- The registration fees to attend workshops and conferences are sometimes paid by the college and leave is granted to attend the same.
- Flexi-timings are permitted on days when staff require a short time for urgent personal work.
- On Teachers' Day students express their appreciation for their teachers by giving small tokens prepared by them.
- Support staff are appreciated every year and two cash gifts (contributed by the students and teaching staff) are handed over to each of them.
- Staff completing 25 years of service and those retiring are felicitated.
- Staff are encouraged to participate in Nirmal Utsav, the college cultural program. The College funds the hiring of costumes for the function.
- Festivals are celebrated eg- Diwali and Christmas. Each staff is given a gift at Christmas.
- To reemphasize the mission of the management and promote interaction between staff of the Institute, Institute Day is celebrated on 8th December.
- To encourage interaction between all sections of the college and for better bonding, pot lunches are organized occasionally.
- Subsidized picnics are organized for the non-teaching staff to relieve staff from their hectic schedules.
- The teaching staff go on self-funded picnics.
- Staff can avail of various health checkups during the annual Health Mela organized. Free cataract operations and free spectacles have been arranged for those who needed them.
- Multivitamin tonics and cough syrups (obtained from donors) are distributed to the nonteaching staff.
- Concessional membership to the college gymnasium, indoor and outdoor sports activities are offered to encourage physical well-being.

File Description	Document
Any additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 17.93

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
04	02	09	04	07

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	
Any additional information	

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	3	1	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	
Any additional information	

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 23.13

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	4	10	5

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal based on Confidential Report:

Every year the teaching and non-teaching staff has to submit confidential report. The teaching staff CR is to be submitted to the respective head of the department, who puts in her remarks and forwards it to the Principal. The CR of non-teaching staff is to be submitted to the Principal of the college. This report is a brief assessment of the yearly performance of the concerned staff.

Performance Appraisal of Teaching Staff based on PBAS:

The institution follows the performance appraisal system laid down by the UGC and implemented by University of Mumbai in the form of "Performance Based Assessment System". API scores are compounded prospectively as and when the teachers become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion. The teacher who wishes to be considered for promotion under CAS has to submit in writing to the Principal three months in advance of the due date, that she fulfils all qualifications under CAS and submit to the Principal the PBAS proforma as evolved by the University of Mumbai duly supported by all credentials as per the API guidelines set out in the circular. The IQAC scrutinizes and confirms API scores of teacher. The Selection Committee specifications as per Circular are applicable to all Career Advancement promotions of Assistant Professor to Associate Professor and to that of Associate Professor to Professor. The selection procedures are completed on the day of the selection committee meeting, along with PBAS scoring proforma and recommendation made on the basis of merit and duly signed by all members of the selection committee. Teaching staff pay fixation is carried out as per G.R.No.NGC:2009/(243/09) UNI-1, dated 12th August 2009.

Performance Appraisal of Non-teaching Staff:

The institution has performance appraisal system for non-teaching staff which is channelized through confidential report.

Performance Appraisal on Students Feedback:

Teacher's feedback is done by students, the IQAC introduced the student feedback system as per the NAAC guidelines on institutional parameters. The students continuously assess teachers and reflect their opinions in the feedback-forms. The feedback is compiled, analyzed and communicated to teacher.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The internal audit is conducted by Chhotalal Shah and Company, situated at Fort and the records are shared with the Nirmala Niketan Institute Governing Body.
- The interim Audit is conducted every 6 months and the queries are resolved at that level.
- In the month of May and June the final Audit is conducted and the Audited statements are provided by July.
- The Joint Director Higher Education – Mumbai Region and the Accountant General Office are the external auditors of the College.
- The Accountant General Assessment has been completed till 2002-2003.
- The Joint Director Higher Education has completed the Assessment of the College till 2015.
- The College has handled successfully Minor Research Projects at the University of Mumbai. The accounts pertaining to these are included in the general audit.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 16.89

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.78	12.77	0.625	2.11	0.6

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution, management makes efforts for mobilization of funds through different means:

- UGC Grants – Under the XIIth Plan General Development scheme and IQAC scheme the College received the full grant from University Grants Commission, Pune.
- UGC Minor Research Grants. – The College faculty availed grants sanctioned by UGC Pune for Minor Research.
- The College had received a grant from NAAC towards the two-day National Conference on "Academic and Administrative Audit".
- The college has been granted Rs.2 crore under the RUSA Grant to upgrade its infrastructure.
- The main source is the tuition fee. The institute follows rules and regulations of GoM, UoM.. The amount of tuition fee is 12308270/-year.
- Development fee contribution from students is 8931500/-year.
- The Tribal Development Department of Government of Maharashtra has sanctioned Rs. 1,04,00,000/- for 'Improving the Nutritional Status of Tribal School-Going Children belonging to Ashram Schools' in Dahanu, Palghar District.Fifty percent has been received.
- Rs. 5647834/- has been sanctioned by Tribal Research & Training Institute (TRTI) - Government of Maharashtra towards a project for "Exploring the Benefit of Indigenous Foods to create Economic Sustainability and combat Malnutrition" at Gyanjyoti Community College, Karajgaon.
- Funds are generated through research project consultancy.
- UGC – There are four JRF scholars receiving the grants from University Grants Commission to pursue PhD.
- The college organizes fund-raising events:

1. Through raffle, advertisements, donations and contribution by staff, students and alumni during the Diamond Jubilee year of the Institute
2. Ticket sales, advertisements in the souvenir, donations, contribution from staff and students helped generate funds during the Musical Night.

- The Alumni of the College make contributions to the college.
- Funds are generated during academic seminars/conferences/workshops conducted through registration fees, for advertisements and banners put up.
- Various organizations are approached to sponsor events, example Kellogg's, Hexagon Nutrition, Council for Fair Business Practices (CFBP), Indian Dietetic Association (IDA), Protein Foods & Nutrition Development Association (PFNDAI) Association of Food Scientist and Technologists India (AFSTI), The Society of Dyers and Colorists (SDC), etc.
- The college makes optimum use of its resources by renting its space for

1. Project work in laboratories
2. Stalls during seminars and workshops.
3. Renting out hall and classrooms.

- Individuals and associations are approached to sponsor/ provide scholarship to needy students.
- Amounts are generated by

1. Promotion of entrepreneurship by conducting a cafeteria/market.
2. During Nirmal Utsav a number of events, sessions and workshops are conducted at minimal charges.
3. Potential employers are charged a nominal fee to participate in career fairs organized by the Employment Placement Cell

- Interest from fixed deposits.
- The college has applied to DBT for Star College Scheme and is awaiting their response.

Funds generated are optimally utilized:

- An annual budget is prepared according to the needs of various departments.
- As per the requirements of UoM, college has a purchase committee which deals with all matters pertaining to procurement including scrutiny of quotations and ensuring documentation is accurately completed.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC of the institution frames policies based on the vision, mission, and goals of the college to enable

development of a quality culture and institutionalize quality processes. This policy is translated into an action plan for the academic year with the aim to maintain/enhance quality. Based on this, each department draws up annual plans and sets short term goals.

The IQAC oversees:

- Drawing up the perspective plan for every year
- Preparation of the academic calendar
- Initiates academic and administration audit
- Conducting and analyzing feedback from students and other stakeholders
- Overseeing the maintenance of existing support systems and infrastructure and its up-gradation and purchase
- Initiating processes such as online fee collection, MIS, website development, etc
- Augmenting research culture amongst staff and students
- Organization of workshops, seminars/ programmes/activities on themes that encourage improvement of quality and promotes the process of documentation of data
- Originates quality assurance initiatives like AAA, NIRF, AISHE, Green Audit.

The IQAC makes suggestions and deliberates on it during meetings to arrive at consensus decisions.

Two examples of suggestions made that are institutionalized include:

1. **IQAC ensures periodic review and revision of syllabi**

Since the college is the sole Home Science college affiliated to the University of Mumbai, we enjoy default autonomy. Hence staff members from the college are involved in syllabus modification. In the last five years the syllabi across all levels were modified and implemented after approval from the University. The highlights of the syllabus revisions were:

- Catering to the demands from the industry and the make the education in the institution locally and globally relevant
- Continued emphasis on application-based learning
- Capacity building through skill development
- Focus on increased use of IT enabled learning
- Increasing student initiatives and participation in teaching learning
- Thrust on developing an entrepreneurial spirit
- Fostering a research culture
- Strengthening of internship
- Instilling environmental consciousness
- Promoting values of gender equity, concern for the vulnerable groups and social responsibility,

1. **IQAC promotes continuous improvement of infrastructure facilities to meet the changing needs.**

In the last five years the following changes have been made:

1. Implementation of Management Information System (MIS) in a phased manner
2. Renovation of laboratories

- Complete renovation of the food laboratory
- Setting-up of piped gas from external gas cylinders in the Chemistry and Food laboratories
- Installation of commercial sewing machines in the Clothing laboratories

1. Expansion of IT facilities :

- Up-gradation of Wi-Fi facilities and augmented coverage in in the college
- Increase in the number of computers in the college
- Purchase of new software
- Replacing the pull-down screens with televisions in some classrooms

1. Up-gradation of library facilities

- Registration with N-List to increase access to e-resources
- Increase in the number of books, journals, E-Journals, magazines

1. Improvements of acoustics and lighting in the college hall
2. Increase of CCTV cameras at important points throughout the college
3. Installation of NapiVend sanitary vending machines and incinerators in the toilets
4. Beautification of the garden area

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC Cell reviews the teaching-learning processes, structures and methodologies of operations periodically.

Feedback is crucial to any teaching-learning process, shedding light on the effectiveness of the process. Based on the feedback plans are made for further improvement. Various quality initiatives for improving the teaching-learning process taken by the IQAC are:

1. **Capacity building of staff and students to improve teaching learning**

- Organization of seminars and workshops on teaching methodology, methods of assessment and other areas for capacity building of teaching staff.

Examples:- Workshop on "Teaching and Learning Techniques" by Dr. Geeta Shetty from St. Xavier's Institute of Education

Workshop on "Student Assessment and Evaluation Techniques" by Dr. Nandita Mangalore

Seminar on "Writing Scientific Research Articles of International Standards"

- IQAC aims to shift from lecture-based knowledge dissemination to ICT based education in order to enable students to enjoy the learning process as they acquire new skills and knowledge.

- The infrastructure has been strengthened to support this.
- Talks and workshops were organized for the staff to empower them with newer digital technologies.

Example:- Workshop on "Helping Educators create effective online educational material using MOODLE" by Dr. Mandar Bhanushe on 28th June 2019.

- Encouraging staff to attend short term courses like MOOC's, E- content development and OERs
- In 2018-19, each M.Sc II student in semester IV was expected to enroll for and complete a MOOC course by SWAYAM on the basis of their specialization subject.

2). Enhance the research culture in the Institution

- Inclusion of research in the revised syllabi - At the T.Y. B.Sc level the department of Human Development have introduced the practical course "Methods of Studying Human Behaviour and Development" where students carry out research in small groups on topics related to Humanities and Social Sciences.
- Research collaborations and linkages with other institutions are on-going.
- Participation in inter-collegiate research competitions has been boosted.eg- students have participated in URJITA and DLLE Research Convention, intercollegiate research competitions where they have received accolades and won prizes. Staff and students have also participated in the intercollegiate "AVISHKAR Research Convention" and have won prizes for the same. The college was awarded the "Overall Runner Up- Championship (second rank) in the Intercollegiate Avishkar Research Convention organized by the University of Mumbai for the academic year 2017-18.
- Poster and paper presentations have been promoted and facilitated at local, state, national and international conferences. The number of publications in reputed journals has also increased.
- An annual inter-collegiate competition "Awareness and Action Research for Youth Awakening (AARYA)" for F.Y and S.Y students of different colleges and Universities has been initiated by the college since 2018-19.
- A course in "Research Methodology" was conducted for staff and doctoral students in 2016-17 and 2017-18.
- Sessions on "Statistical Package for Social Sciences (SPSS)" are conducted for students involved in conducting research.
- A national workshop on "Writing Scientific Research Articles of International Standards" was organized on 11 – 12th August 2015.
- A half day seminar on "Research Writing" was organized on 28th February, 2019
- A staff member was encouraged to attend "The International Course in Nutrition Research Methods" – The Bangalore Boston Nutrition Collaborative conducted at St. Johns Research

Institute, Bengaluru.

- Industries have approached the college to conduct projects eg- "Nationwide Survey on Antibiotic Residue Prevalence in Dairy" in India for Academic Outreach and Reports F1RST, "Development of keto-based products" for Astrum Healthcare Private Limited, collaborative projects have been undertaken, "Design and manufacture of stoles" for a church in Germany.

The IQAC through its continuous emphasis on training and support of students and faculty has been successful in advancing learning outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 5

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	11	4	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The college has secured 'A' grade with 3.11 CGPA in the 3rd cycle of NAAC Re-accreditation in 2014, since then the college has endeavored incremental improvements in quality initiatives. Following are the conspicuous quality initiatives during the post-accreditation:

- Conducted Academic and Administrative Audit and Green Audit
- Participation in NIRF and AISHE.
- Implementation in E- governance in the college-eg-Installation on Management Information System (MIS) phase-wise, use of e-governance software for fee collection, etc.
- Encouraged the staff to register for PhD – Over the five years ten staff have registered for PhD and one staff was awarded the PhD degree.
- Planning and initiation of syllabus revision - from 2014 onwards the syllabi of all levels have been revised and implemented. Introduction of CBCS for all PG programs
- Increase in the number of courses offered to the students- eg- Introduction CAD/CAM, Cultural Heritage and Management. Art Based Therapy etc
- On the initiative of the IQAC, an application was made by college to start the NSS unit in the College in 2015.The unit has been established in the college since 2015 and is actively involved in several activities.
- Increased collaborative partnerships with other Institutes for academic and research purposes- increase in the number of MOU's signed. Currently there are 9 functional MoU's and 143 linkages with various industries/institutes for field projects, research, placement etc.
- Post-graduate students were encouraged to complete at least one MOOC SWAYAM course.
- Improvement of infrastructural facilities eg. Renovation/upgradation of laboratories and library and efficient use of the facilities and limited space.
- ICT enabled classrooms and Wi-Fi campus with 50 Mbps leased line connectivity
- The College Website has been upgraded from static to dynamic
- Expansion and up-gradation of CCTV cameras on the college campus.
- Explored the possibility of setting up a language laboratory and in its absence organized remedial

English classes.

- Organization of International, National, State and local level conferences, seminars and workshops for teachers and students
- Provision for additional financial support to our needy students- Initiation of interest free educational loans, successful efforts to increase funds for scholarships.
- Fund generation through activities like Musical Night, canteens and markets
- Encouragement of alumni to participate in our educational mission and contribute towards raising funds for development activities.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 42

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	10	10	8

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

    1.Institution shows gender sensitivity in providing facilities such as:
        1.Safety and Security
        2.Counselling
        3.Common Room

Response:

1. Safety and Security

Safety and security of all the students, teachers, non-teaching staff and the visitors to the college is always the first priority.

To ensure a safe campus and a secured environment the college has embarked upon the following initiatives:

- There is increased CCTV coverage in the college premises which provide 24 hours surveillance.
- A Security Personnel is appointed on the campus round the clock.
- Identity card is made compulsory for security purpose. Strangers are not allowed to enter into the college premises without permission. The Security guard at the main gate maintains a register to keep a record of all individuals visiting the college.

- For the girl's hostel, the full-time warden is appointed.
- The college has committees to monitor and address safety, security and social issues like Anti-ragging Committee, Prevention of Sexual Harassment Committee, Internal Complaint Committee (ICC) and College Grievance Redressal Cell.
- A safety device (Automatic Rescue Device) for safe landing of the lifts in the event of power failure was installed in both the elevators.
- The college organizes awareness seminars/special talks on a regular basis in order to endorse social values such as gender equality, gender sensitivity and highlights social problems such as women's safety, legal rights of women, dowry, women's health, and cybercrime and cybersecurity.
- Installation of Napi Vend machines (Sanitary pad- dispenser and incinerator).
- Health Aid Facilities: The college has first-aid kits at several strategic places, like laboratories and on the 3rd floor at the Reception counter. In case of any major health issues, facilities of Bombay Hospital are used as it is close by.
- Fire Safety Equipments: Fire extinguishers are installed on every floor in the college and in the hostel.
- All the electrical switch boards, air- condition machines, fans and tube-lights serviced regularly

2. Counselling

The College is concerned with nurturing a healthy environment for the students, both physically and mentally.

Students do face problems both personal and academic, during their adolescent period. The Counselling centre established in 1992, deals with a holistic approach in helping the students to face the problems and cope with the situation. Through individual sessions or group activity, the students are provided an opportunity to enhance their self-awareness and thereby realise their fullest potential. The students are also helped to cope with their personal problems though introspection and through change of attitude towards self and others. In addition, various life coping skills like stress management, relaxation and goal-setting are also focused on. To successfully accomplish all the above, the college has a trained counselor, who deals with these issues through counselling, talks, workshops and psychological testing facilities. These inputs definitely help in shaping the students and facilitate them to accomplish their goals and ambitions.

Besides this, Mentoring also helps students. A group of approximately 20 students is assigned a mentor who helps students (mentees) to overcome any kind of problem they have and thereby strengthens teaching and learning process.

3. Common Room

The College provides a common room for the girl students which has facilities like tables, chairs, mirror, washroom, water cooler, and a microwave oven and a television. For their recreational purpose, we have sports equipment like carrom board and chess board. There are also separate staff rooms and washrooms for female and male staff members.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 61253

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 17.12

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 4847.2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 28321

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The college is very focused on generating as less waste as possible, and recycling most by reusing whatever is possible to ensure that less natural resources are used. Waste generated on the campus is

segregated as solid waste, liquid waste, and e-waste.

Solid Waste Management:

For the collection of regular solid waste (Dry and Wet) garbage bins are kept at different places on the

campus and in laboratories. The collected solid waste is picked up by the Municipal Corporation, from time to time for proper disposal and recycling. Waste from plants and food labs is also collected and disposed of in the same way.

Paper waste (paper drafts) from TFT laboratories are clean and are therefore reused for other purposes in the college, e.g. in Food Labs.

NSS has conducted several awareness sessions in the college and outside on awareness building on the segregation and efficient management of the solid waste.

For sanitary napkins incinerators on four floors (ground floor, second floor, fifth floor and seventh floor) have been installed.

Liquid Waste Management: In view of liquid waste, banned chemicals are not used in any labs; the College has modified the syllabus based on that. Textile department is using natural dyes and eco-friendly chemicals. Bio medical waste is being dealt with by a collaborating NGO. Microbiological items are autoclaved and disposed of.

Proper Drainage systems are there in all laboratories, laid down in the last 2 years. Water effluent from laboratories (food labs, biology and chemistry labs) go through newly laid down drainage system. This ensures that there is no collection of water in the drainage area of the laboratory, thus preventing breeding of mosquitoes.

Overhead and underground tanks are regularly cleaned, and any leakage is attended to immediately.

E-waste

E- waste is becoming a great cause of concern to all of us. Reusing and recycling electronics instead of sending them to the landfill keeps contaminants out of our environment and saves resources.

At our college, we have been exchanging older electronic products while buying new products. Students have been encouraged not to throw away e waste into garbage as it may then end up in landfills.

To explain the management of E-waste to our students and staff, the NSS unit had organized a session which was conducted by Ms. Rashmi Joshi a renowned E-waste Consultant on 16th August 2019. Ms. Rashmi discussed ever increasing load of all types of waste generated from different sources and its ill-effects on environment and human beings. She also explained in detail about various types of E-waste disposal methods. All doubts and concerns raised by students and staff members were clarified. It was a much-needed session in today's electronic world.

E-waste collection has been initiated. The collected e-waste is given to a proper agency for recycling.

Efforts towards a paperless office – Though not completely paperless, the office staff have been provided with adequate computers and commendable part of the official records are maintained through soft copies. Electronic gadgets are favored to transfer and store the official data and information. The college has developed the bulk message system for students, teaching and nonteaching staff, by Email and WhatsApp groups. Right from study material to official notices, are easily communicated through emails and the phone-based messaging services, without paper use. The college is equipped with various software for admission and fee payment. Furthermore, the college uses the OSM examination software through the University of Mumbai, for corrections, thereby minimizing the use of paper. The College has introduced the E- Magazine since 2016, to reduce paper use.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

It was indicated to our college, in 2016, that Rain water harvesting, is not feasible in our college, given the cost. So we do not have the conventional rainwater harvesting system as space constraint makes it difficult to set it up in the college premises.

It was found that a better idea is to Recycle Water within the building and use for toilet and gardening purposes.

The plan is to do small scale rain harvesting for Ground water Recharge, by extending all the pipes from terrace and food laboratories into the garden area all around the college. This will be done when the flooring of the space outside the hall, on the garden side is raised, to create an open lab. These are part of RUSA plans and will be accomplished when those funds come in shortly.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

In a travel survey given by the green audit team, the college data showed that most of the teaching staff are using the public transportation while few (5) using private vehicle for a distance beyond 5 km and 5 of them even walk down the distance within 3 km.

Almost all students (554) traveling from beyond 5 km take a public transport that is train while very few (6) students 4 wheelers for commuting to the College. From among the students traveling within 3 km there maximum number of students (28) walking out the distance as well us a using a mix of commuting mode while almost equal number of students (22) are travelling by two wheelers where in there are small number (4) who are travelling by 4 wheeler to the college from within 3 km,

It is a positive sign that few teaching staff as well as students travelling within 3 km are walking down the distance to the college daily. Maximum number of teaching staff as well as students using the public transport and there are only few teaching staff as well students who are using 4 wheelers and few students use two wheelers for commuting to college daily.

- Plastic-free campus – The college sensitizes the staff and students to deal with the threat of plastic, a major contributor to worldwide pollution. Since we believe in eco-friendly campus; everyone is discouraged from using plastic bags and adopted the 3 R's Reduce/Reuse/Recycle. Signboards/Posters are displayed in the college for encouraging ideas of a plastic free environment.
- Paperless office –
    - Though not completely paperless, the office staff have been provided with adequate computers and commendable part of the official records are maintained through soft copies.
    - Electronic gadgets are favored to transfer and store the official data and information. The college has developed the bulk message system for students, teaching and non-teaching staff, by Email and WhatsApp groups. Right from study material to official notices, are easily communicated through emails and the phone-based messaging services, without paper use.
    - The college is equipped with various software for admission and fee payment.
    - Furthermore, the college uses the OSM examination software through the University of Mumbai, for corrections, thereby minimizing the use of paper.
    - The College has introduced the E- Magazine since 2016, to reduce paper use.
- Green landscaping with trees and plants- Medicinal plants, fruits trees and kitchen garden plants are there in the College Garden and have been labeled also.
- Additionally, efforts at plantation have been organized by the NSS unit of the college.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.91

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.12695	3.55652	1.10953	0.86759	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	
Any additional information	
link to photos and videos of facilities for Divyangjan	

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 44

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	6	6	7	14

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	
Any additional information	

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 86

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	25	14	20

File Description	Document
Report of the event	

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory

bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 63

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	9	14	11	11

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The Institution organizes national festivals and birth / death anniversaries of the great Indian personalities. These festivals are celebrated throughout the year. A few events are mentioned as examples:

The college organizes and celebrates various national and local festivals for achieving inculcating cultural integrity amongst the students. **On the occasion of Independence Day -** E.g., Selling of Indian Flags in the week before 15th Aug 2014, in collaboration with Hitech Family Enrichment Foundation (an NGO working with mentally challenged young adults);

On International Coastal Clean-up day, 16th September, 2017, the NSS volunteers with 'Green Line team' did a beach cleaning drive at Versova Beach.

To celebrate "International Women's Day - A poster competition was conducted by the Women's Development Cell on 7th March 2015 on the theme "Concerns of a woman"

To celebrate Eid - Mehendi competition conducted by the Interfaith Committee in August 2014.

To celebrate Diwali - Sweet making competition was organized by the Interfaith Committee for the F.Y.B.Sc and SY BSc students.

To celebrate Christmas - Group Carol Singing Competition was organized by the Interfaith Committee in December 2014 attended by students, staff and support staff.

On 1st May, Maharashtra Din and Labour Day are observed every year.

On International Yoga Day - 3rd International Yoga Day was celebrated on 21st June, 2017 with 45 students participating; there was also a Guided Meditation on the Public Addressal System on that day.

The college also celebrates birth and death anniversaries of revered Indian personalities for making the students aware of the Indian historical past and their contribution in the national development.

A few events are mentioned as examples:

Birth Anniversary of Mahatma Gandhi – E.g., On Gandhi Jayanti, 2nd October 2017, one day training programme on the concept of Nai- Talim and Self-reliance conducted by students of T.Y.B.Sc. and M.Sc. for the students of Shishuvan School, Matunga; also on the occasion of the death anniversary of Mahatma Gandhi on 30th January 2018, Fr. Prashant Olalekar SJ, Head of Dept of Interreligious Studies, St. Xavier's college, facilitated a session entitled "At Home With Peace" which was attended by around 200 participants.

Birth Anniversary of Dr Abdul Kalam – E.g., 'Vachan Prerana Diwas', on the occasion of late ex-President Dr Abdul Kalam's birth anniversary on 14th October 2018.

Birth Anniversary of Dr. Babasaheb Ambedkar – E.g., KalpaVriksh: Birthing Action from Ideas, a lecture series on ideas of influential personalities was instituted by College of Home Science, Nirmala Niketan, to expose students to varied valuable thought processes to learn from. The first of the series was held in college hall on 12th April, 2019, on the eve of Ambedkar Jayanti, in commemoration of the values of Dr. Babasaheb Ambedkar, the architect of the Indian Constitution.

Birth Anniversary of Dr. Sarvapalli Radhakrishnan - Teachers Day Celebrated on 5th September every year, by Executive Council in collaboration with the Interfaith Committee and Student Council.

File Description	Document
Any additional information	[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The college maintains and ensures complete transparency in its financial, academic and auxiliary functions. There is representation of teachers, non-teaching staff, students, alumni, management representatives, and external experts for many decisions made.

Financial: The budget for every financial year is planned as per the requirements, within the financial policy framework. For the purchase of equipments/instruments and other particulars, sealed quotations are invited. The Purchase Committee with representative members from every department, accounts office and management nominee, meet and compare the quotations and place order accordingly. In case of major purchases the proposal is sent to the governing body for approval. The college has recently been granted Rs 2 crore grant from RUSA under component 9 and would adhere to the requirement of the PFMS portal of the Govt. of India for financial transparency. The college accounts are regularly audited by internal and external auditors and are presented to CDC members and the governing body.

Academic: The Admission Committee ensures that the admission process at the graduate and post graduate levels is transparent and well organized strictly on merit basis, following all the norms and procedures laid down by the University of Mumbai. Throughout the admission process, publicity is ensured through Website and Help Desk. The college being a Christian minority follows the rules of 50% reservation. Till 2018 the reservation policies in admission process took into consideration the rules and regulation laid down by State and National Government. The fees of various programs are uploaded on the website for academic transparency. The rules and regulations are made clear in the Students Handbook which is given to all students at the beginning of the academic year. In case of disciplinary issues committees are formed, who look into the individual cases referred to and impartial investigations are made.

The academic calendar and prospectus is prepared at the commencement of every academic year. The Heads of respective departments conduct regular meetings for workload assignments, preparation of timetable, academic teaching planning, and other academic activities. The exam committee plans the exam schedule for college conducted exams F.Y.B.Sc and S.Y.B.Sc at the beginning of each semester and circulars are displayed on the website. Dates for the submission of question papers internal marks are informed to the faculty.

The college collects feedback from all the stakeholders on the curriculum and after analyzing the same is communicated to concerned departments. All the important notices, circulars, and academic information are uploaded on the college website.

Auxiliary committees: At the commencement of every academic year, the college forms various academic and administrative committees for smooth conduct of academic and administrative functions. The nature of committees work is well defined. Through minutes of meetings, the transparency in the functions of various committees is maintained.

Selection of staff and promotion: The recruitment and promotion of human resources (Teaching and Non-teaching staff) are done according to the rules and regulations of UGC, State Govt. of Maharashtra and Parent Institution.

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7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice - 1

1.   Title of the Practice: **RESEARCH CULTURE IN THE COLLEGE**

2.   Objectives of the Practice

High quality research has always been accorded priority in the college.

The objectives of this "best practice" are:

- To increase the number of faculty undertaking minor/major research projects
- To increase encourage teachers to publish papers in peer reviewed UGC recoqnised journals and in International journals of repute.
- To encourage staff and students to participate in University/Intercollegiate/ Inter-University Level Research Competitions.

3. The Context

With regard to the contextual features of this practice, the college ensures that high quality research is produced by supporting the staff and students in several ways:

- Staff are motivated to apply for research grants from different funding agencies.
- Students and staff are assisted in the process of sending papers for presentation at National/International conferences.
- M.Sc. (II) students are motivated to publish their papers along with their guides.
- A Research Centre has been established in the college, based on recommendations made by the IQAC. A Research Director as well as Research Assistants have been appointed.
- The research journal of the college, Research Reach is now registered with International Centre for ISSN, Paris and has been assigned International Standard Serial Number (ISSN): ISSN 0974-617X. The process of including it in the UGC list of Journals is underway.
- Substantial weightage is given to research in the M.Sc. program, though M.Sc. is by papers.

4. The Practice

Over the years, there have been several initiatives taken up in the college for sensitizing and promoting a research climate:

- A course is being annually conducted on Research methods for staff and students, especially Ph.D. aspirants.
- Sessions on SPSS are conducted for MSc part II students to enable them present their data effectively

- Topics generally selected for M.Sc Dissertations and Ph.D. are related to problems existing in community and which make an impact in solving societal issues or helping in framing policies at Government / NGO levels. Examples from the different departments are:
    - FND - Development of antioxidant rich flour for Pediatric Cancer Patients; Assessment of Nutritional status of primary school children aged 5-10 years in the city of Mumbai; Assessment of nutritional status of women in the police force (21-50) from South Mumbai Region.
    - HD - Effects of Mass Media Devices (Television, Computer and Hand Held Devices) on Employed Married Men and Women (25-45 years); Self-Perceptions of the Elderly Living in Three Different Residential Arrangements (Nuclear family, Joint family and Home for the Aged).
    - TFT- Products from Clothing Waste; Waste Management in the Apparel Industry: Exploring the Potential of Khadi with Yarn Blending Fabric Manufacturing and Processing for Product Development.
- The college initiated and designed AARYA (Awareness and Action Research for Youth Awakening) an Intercollegiate Interdisciplinary Undergraduate Research Competition to showcase outstanding research at the undergraduate level conducted by students (FYBSc and SYBSc students).
- Some noteworthy topics (some of them interdisciplinary) worked on by students were:
    - 'Stress Management and Dietary Guidelines for Parents of Children with Autism: Expert Opinions': the main objectives of this endeavour were to inculcate interest for research and scientific study, sensitizing the students towards needs of children with special needs and the challenges that parents go through thereby enkindling values of compassion and unconditional service.
    - Mindfulness in Working Women
    - Consumption of fast foods among College students: A study in Mumbai
    - CRM students aimed to answer critical occupational health problems of the unreached sector of the society, namely, Ganesh Murtikaars (Ganapathi Idol Makers), Sugarcane Juice Vendors, E-Commerce Delivery Boys, Hospital Wardboys, Employees of Small Scale Industries
- Collaborations with industry/NGOs/educational institutions for master's and doctoral research.
- Teachers being encouraged and invited as peer reviewers and editors for national and international journals.
- Students are encouraged to participate in research conventions, competitions like Avishkar and AARYA, Urjita, UDAAN, etc.

5. Evidence of Success

When students and staff were encouraged to participate in various seminars, conferences and workshops, this enhanced their knowledge and updated them with current industry standards and also inculcates a sense of confidence. The outcome of all the above, is visible in the following:

- The number of faculty who have undertaken minor research projects has shown a positive upward trend.
- The number of teachers who have attended conferences, presented papers at conferences and published research papers have also increased. Almost all teachers are now presenting papers at International conferences and publishing papers in International journals of repute.
- The number of research awards that the staff and students of the college have won bears testimony

to the research excellence in the college.

6. Problems Encountered and Resources Required

No unsurmountable problems have been recorded anywhere regarding this practice.

Some issues like the financial crunch of conducting research have been handled by applying for grants (Of course those funds do come, though much later)

Best Practice - 2

1. **Title of the Practice**: **TEACHING – LEARNING METHODS PROMOTING SKILL-BASED EDUCATION, EXTENSION ACTIVITIES AND ENTREPRENEURSHIP.**

2. **Objectives of the Practice**

The objectives of using learner-centered, participatory, innovative teaching-learning methods are as follows:

- To engage students in the learning process, at an individual level as far as possible.
- To respect the learner as an active participant as opposed to a passive recipient.
- To encourage cooperative learning.
- To empower our women students to build self-confidence.
- To enable students to extend their knowledge into the community, both urban and rural. To relate the taught and learned knowledge to their experiences in Mumbai; tribal-rural areas outside Mumbai; and other parts of India.
- To have students co-construct knowledge and take ownership for ideas.
- To support students in thinking out of the box, with innovative ideas that encourage problem-solving, skill development and entrepreneurship.

3. **The Context**

- The Institution stands for a socially relevant education that awakens the students' sense of social responsibility to reach out and share their knowledge and skills with more vulnerable sections of society.
- The vision of the college focuses on inculcating values of respect, commitment and concern for the service of others, thereby enabling students to make a positive contribution to the society in the 21st century, through their extension services and entrepreneurial ideas.

4. **The Practice**

The **Innovative Processes** adopted by the institution in Teaching and Learning promote **Skill-Based Education, Extension Activities and Entrepreneurship** in the following ways :

- Experiments and demonstrations; Simulation techniques; PowerPoint presentations ; Using Movies, documentaries and videos; Mind Maps which help students to picturize the information and facilitates clear understanding and quick review – **These provide the know-how as a theoretical basis for the Skill-Based Education.**
- Visits to old-age homes, orphanages, homes for the destitute women; Rural camps, community projects and industrial visits, study tour with detailed report presentations – **These provide opportunities for Extension Activities**
- Role-plays, street plays, skits, puppet shows, songs, dumb charades, games, short stories; Collaborations with programmes, such as the University of Mumbai, Department of Lifelong Learning and Extension to transfer learning experiences from the classrooms to the community - **These provide the skills to conduct Extension Activities.**
- Internship programmes at Food and Textile industries, hospitals, export and manufacturing units, hospitals, research laboratories, hotels, schools and community centres/organizations; Conducting market surveys, conducting projects and working on assignments; Encouraging students to participate in workshops and seminars; Conducting sessions/activities based on problem -solving techniques; Lectures and workshops by resource people and experts of national and international repute; Organization of exhibitions, displays, seminars and conferences; Visits to exhibitions, field visits to industries, hotels, hospitals and laboratories - **These provide the skills necessary for Entrepreneurship.**

Furthermore, **Extension Activities** emerge from the College Motto of service to community (manifest in the vision, mission, goals and emblem) and are conducted along with students through:

(a) NSS, (b)DLLE, (c) DHM (Daughters of the Heart of Mary) Centres in rural and tribal areas, (d) linkages with GOs, NGOs, schools, hospitals in Mumbai and outside Mumbai, and (e) commemoration of events with an extension component.

The theme for the year 2017-18 was "Reach the Unreached", keeping this in the mind all the activities were focused around this core theme. The Goals were therefore:

· To engage the students of all the departments in rural extension program at various rural centres and institutes.

· To sensitize the students towards the vulnerable section of the society by encouraging them to work along with this section and bring these unreached into the fore-front, through fashion show, workshops, extension activities, markets and various competitions.

- To focus on delivering skill based training and entrepreneurial skills to our own students and through them to the underprivileged section of society.

Some actual examples in the past five years, of Teaching learning that has enriched **Entrepreneurship Training And Skill-Based Education** are:

- Departments invited various guests from industry, academic institutions, research centres, craft centers, GO's and NGO's to share their knowledge and experiences with students and staff.
- Soft skill development sessions were conducted for the First year B.Sc students.
- Alteration of the Value-added computer course for FYBSc and SYBSc to make it most relevant to the current needs. (FYBSc syllabus focused on tools and techniques for creation of visual aids and computing. They revised Microsoft Word, Excel and Power point and learnt Photoshop and Corel Draw. For the SYBSc, the stress was on creating a resource base for entrepreneurship. They learnt relevant aspects of social media marketing for eg. Facebook page, website creation and blogs. Evaluation was in the form of assignments and exams.)
- Value-added courses by the different departments enhance the students' creativity, entrepreneurship and help develop skills:
  - FND Department : Nutrition and Exercise for Fitness, 2-day Certification Training on HACCP, Entrepreneurial Skill Development.
  - HD dept: Art Based Therapy, Indian Sign Language Course
  - TFT dept: Visual Merchandising, Entrepreneurship in Textile Crafts, Personal Styling-Fitness- Grooming and CAD, CAM and Computer Technologies in the Apparel Industry.
  - CRM dept-Cultural and Heritage Management and Work Station Design and Applied Ergonomics
- AUTO CAD for students who do Interior Designing.
- Entrepreneurship Incubation Cell conducts activities related to Entrepreneurship. Fostering entrepreneurship through Entrepreneurship Incubation Cell wherein experts from Industry and Alumni Entrepreneurs mentor the current TFT students.
- Organized sale of products displayed by various NGOs at the Market 'ANVAETA' by TFT.
- Capacity Building and Knowledge Enhancement Workshops on Breastfeeding for students and people associated with community projects.
- The departments encourage students to do market surveys, based on which they are encouraged to put up a "Sale" in the college. They learn the entire process – from material /product procurement, to advertising, to pricing to maximize profit and minimize loss.
- Career counseling and scope for entrepreneurship sessions for the final year undergraduate and postgraduate students were conducted by various departments as well as employment placement cell.

5. Evidence of Success

Creative, student-centred, participatory teaching-learning methods are used at all levels and for a range of subjects right from FYBSc level to the Master's level. Evidence of success of using this creative teaching methodology:

- Students have earned while they have learned as the Department students successfully participated and finished many projects with various designers and industries/institutes like German Stola, Deal Denim, Kanika Bava, etc.
- The students are exposed to the latest developments in the field and requirements of the industry.
- UG Students volunteered for internship in industries/organisation
- The Arts-Based Therapy One-Year Diploma course was this year offered in modular format . Subsequently students completed a supervised practicum in an agency wherein they conducted a pretest-posttest action research project with beneficiaries from at-risk populations. Students successfully used ABT techniques and documented the benefits for the beneficiaries.
- Students were instrumental in training few students from Kharasgaon, Maharashtra. These

Kharasgaon students were given further training which will be beneficial for them in their tailoring units.

- Students have got a lot of exposure to conduct activities and develop soft skills, communication skills and leadership qualities by organizing various activities like seminars, talks, conferences, workshops of the Departments.

6. Problems Encountered and Resources Required

Any problems encountered mainly in using ICT, gets handled immediately.

A grievance redressal cell in the college encourages, among other things, the expression of concerns related to the teaching learning process and resolution of the same by the management / principal/relevant staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Area of Distinctiveness: Women Empowerment

The College of Home Science, Nirmala Niketan, affiliated to the University of Mumbai was established in the year 1955 with the vision of empowering women students coming from diverse social backgrounds.

The college aims at the development of women through an education that is: Life-oriented, Career-oriented and Community-oriented.

Life Oriented: The courses offered by our college are life oriented which imparts knowledge, skills and attitude enabling the young women students in making better choices in their daily lives thereby making them efficient, improving their managerial skills which would help them in leading a life that consists of overall well-being such as human relationships, food, clothing and resource management which empowers them to deal with challenges effectively and efficiently.

Community oriented: Extension education programmes are an essential component of the curriculum of all the courses across the departments. The outreach programmes provides services and empower underprivileged sections of the society, while empowering and encouraging the young women students to reach out to the community.

Career oriented: The curriculum is globally valuable and locally relevant. It includes cutting-edge ideas in different fields and is of international quality. There is inclusion of specifically Indian content with emphasis on local and regional settings through research extension and placements. The curriculum is linked with multiple career options at both the undergraduate and post graduate levels. Linkages with the industry, GOs, NGOs, academic organization and research organizations strengthen the career orientation of our curriculum.

*The main thrust area of the institute is women empowerment through its varied courses. T*he college inculcates its core values to empower the women students in the following ways:

- The college shapes the learners into strong independent women with a deep sense of national loyalty and commitment towards building a better nation.
- Our education system prepares students to enroll overseas for higher education and we have evidence of our alumnae acquiring various eminent positions globally.
- "Kindle the Lamp of Light with thy Life" is the motto of our college which is interwoven in the curriculum and also practiced by every individual in the Institute.
- Constant upgradation of ICT is taking place to strengthen teaching, learning, examinations, administrations and financial transactions.
- We believe in continual improvement and hence strive for quest for excellence. The four varied departments of our College works towards the objective of Women Empowerment by taking hold of their respective expertise. The college has many core committees namely Women Development Cell, National Social Service, Cultural Committee, Sports Committee, Interfaith Committee, etc. which conduct various activities and encourage students to participate in the same. These activities focus on the overall development of the students thereby empowering them as responsible citizens of the nation.

The empowerment of women has been well associated with the success of our alumni in the field of their choice. Many of our alumni are academically well enriched to be employed in many reputed organizations; a few examples are:

- Ms. Punita Gandhi, Senior Consultant and Developer of Wisdom based Leadership, Senior Consultant, Leadership Alliance, St. Louis, Missouri, USA.
- Ms. Madhavi Trivedi, Associate Director - Nutrition and Scientific Affairs at Kellogg India Private Limited, Mumbai Area, India.
- Ms. Nadiya Merchant, Senior Manager - Nutrition at Kellogg India Private Ltd.
- Dr. Manju Hundekar, Principal of School of Fashion Technology (SOFT), SNDT Pune.

There are several of our alumni who are willingly contributing towards the upliftment of the society in their respective fields. A couple of examples are:

- Ms. Chitra Pandhi, provides yoga training to Children with Autism, QCI (level II) Certified Yoga Teacher, completed Yoga training from Ghantali Mitra Mandal (GMM), Thane.
- Ms. Zehra Noori, Manufacturer and Exporter of Handicrafts, ZnSkills, provides craft skills to under privileged women.

Many women also showcase Entrepreneurial skills as a consequence of education in our college. Some examples are:

- Ms. Neha Karnani, Director of Cisons Exports Pvt Ltd.
- Ms. Reema Kelekar, Event Manager and Wedding Planner at Solitaire Media Entertainment.
- Ms. Mihira Khopkar, Sports and Clinical Nutritionist, Founder of MARK.
- Ms. Naaznin Husein, Director, Medical Nutritional Therapist, Yoga Instructor -"FREEDOM"-Beginning to a Healthy You. President of IDA, Mumbai Chapter. Chief Nutrition Advisor to Indian Navy .
- Ms. Payal Kothari, Founder of A1 Classes: Learning Through Fun and Play, conducting Jolly Phonics, Handwriting Improvement, etc.
- Ms. Dhwani Vakharia and Ms. Manasvi Joshi, Founders of The Children's Lab: Activity Based Learning Program.

Many of our students are academically well enriched to be employed in many reputed schools and colleges as teachers. In fact some of them work in our own college in the capacity of college teachers. They have willingly contributed their labor and expertise for the benefit of the college whenever the need arose.

It has also been observed that many of our women students, who do not engage themselves with any employment related activities for whatever reason, and focus towards managing home are considered to be successful homemakers.

We are proud that our College has been able to provide environment conscious and socially responsible citizens to the society who not only have flourished in their own field of expertise but also are very spiritually bonded to the college throughout life.

File Description	Document
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

A strong commitment to community service: The academic and co-curricular programmes address needs of society, with special reference to the marginalized. The impactful NSS unit, is doing commendably well. 328 extension activities speaks of our commitment to igniting this zeal for serving the community. The College has a segment of economically disadvantaged students who are provided with free meals and stationery.

Emphasis on strengthening Life Skills: We provide a Holistic Education integrating Academic Excellence with developing life skills. The undergraduate course spread enures that all students have an in-depth exposure to the understanding and application of Health and Nutrition, Human Development, Textile and Fashion Technology and Community Resource management- all that contribute towards life skills.

Experienced, committed and expert faculty: Our faculty are relied on and sought out for their capabilities, updated knowledge and expertise and serve on academic boards and professional bodies as experts and speakers in their professional domain.

Creation of strong career mentality and capabilities: The College strives to empower women to achieve at personal and professional fronts. We have for decades been involved in moulding our students into committed professionals who will make a difference in society.

Focus on instilling Entrepreneurial and global competencies: As the only Home Science College affiliated to the University of Mumbai, can lend itself significantly to entrepreneurial opportunities and we ensure that our students are groomed to take full advantage of it. Female students who may find a full time career challenging and are restricted by social norms can still have the means for income generation. Entrepreneurship skill development occurs in curricular settings, the Innovation Incubation Centre and by exposure to successful alumni entrepreneurs and role models.

Safe, empowering, value based, harmonious and apolitical environment in the College: The ethos of the institute, its management and all its stakeholders encourages inter-religious harmony and tolerance. Community and patriotic values, spirit of national integration, gender sensitivity, and consideration towards elders, environmental sensitivity and sustainability are instilled, as we believe that an informed, empowered and sensitive citizen will lead the community in nation building.

Concluding Remarks :

With Grade A in last cycle, incorporating positive feedback and suggestions, the perspective plan was drawn out from which progress has been achieved.

The competent, dedicated and motivated faculty, ready to take on newer challenges to meet the demands of our students break walls between classroom and field to make teaching learning an enjoyable experience. The curriculum is enriched through field visits, internships, and on-the-job trainings. Advanced learners are encouraged to take up MOOC courses, projects and research. Development of an entrepreneurial mind-set has been prioritised by the IQAC with multiple curricular and co-curricular initiatives in place and we are now officially recognised by MHRD as an IIC centre.

The appointed counsellor gives support on the academic and personal front. To ease out financial issues among students from economically challenged backgrounds, fee payment in instalments and scholarships are facilitated. Myriad avenues exist to display creativity and talents through the cultural, magazine, sports and Interfaith committee.

ICT incorporation into functioning has been strong with Digital Electronic Paper Delivery System (DEPDS), Onscreen Marking System (OSM), and providing ICT infrastructure for the development in academic and administrative activities.

Publications and number of teachers with awards, recognition and Ph.D. have increased. Students have been motivated to hone their research skills by formalising their participation in Avishkar, the university organised Research competition and by instituting Aarya - an intercollegiate undergraduate research. In addition to curriculum related community touchpoints, learners are provided with further inputs by rural camps and other collaborative programmes. TYBSc students from two departments participate in activities and competitions of the Department of Distance Learning and Extention(DLLE).

Students' achievements in university exams, active NSS, increase in linkages, collaborations and functional MoUs, Academic and Administrative Audits, and value inculcation based education are equally noteworthy.

College of Home Science, Nirmala Niketan, a global name, recognised for empowering generations of young women and providing quality and need based Higher Education to Women. We would continue to make significant contributions to society with dedication and the pursuit of Excellence

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: **Answer before table:** <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>0</td><td>0</td><td>6</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>01</td><td>0</td><td>1</td><td>06</td><td>1</td></tr></table> Remark : HEI input edited according to provided documents.
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>102</td><td>112</td><td>110</td><td>84</td><td>71</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>102</td><td>112</td><td>110</td><td>84</td><td>71</td></tr></table>
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 7 Answer after DVV Verification: 7
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships

	Answer before DVV Verification : 267 Answer after DVV Verification: 252 Remark : HEI input edited according to provided documents.
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>4</td><td>1</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>2</td><td>2</td><td>4</td><td>1</td><td>1</td></tr></table>
3.1.2	Percentage of teachers recognised as research guides at present 3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 11 Answer after DVV Verification: 6 Remark : HEI input edited according to provided documents.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>32</td><td>13</td><td>8</td><td>22</td><td>14</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>31</td><td>13</td><td>8</td><td>22</td><td>14</td></tr></table>
3.3.3	Number of Ph.D.s awarded per teacher during the last five years 3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 11

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	Answer after DVV Verification: 12
	3.3.3.2. Number of teachers recognized as guides during the last five years
	Answer before DVV Verification : 11
	Answer after DVV Verification: 10
	Remark : HEI input edited as per supporting documents.
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
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23	11	17	25	10 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
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23	11	5	11	5	
3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
2	4	4	0	0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
0	0	0	0	0	
3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years 3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15	

83	77	79	56	33

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
69	59	62	42	24

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
114	141	68	63	102

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	9	7	7

Remark : HEI input edited according to provided documents.

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	1	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	1	2	1

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 16

	Answer after DVV Verification: 16
	Remark : HEI input edited according to provided documents.
4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8.7	8.8	7.9	8.5	7.5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9.26	9.01	8.37	8.18	5.03

Remark : HEI input edited according to provided documents.

5.1.2	Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53	69	63	42	38

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
53	59	30	35	23

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

3	2	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	0	0

5.3.3	Average number of sports and cultural activities/ competitions organised at the institution level per year
	5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	13	8	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	13	8	16

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years
	6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	19	19	13	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	3	1	0

Remark : DVV consider professional development / administrative training programs organized by the Institution for teaching and non teaching of which duration of program more than one day.

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years
	6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the

last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	4	10	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	4	10	5

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	15	15	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	11	4	2

Remark : 1)ONLY quality initiatives are considered as per SOP.

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	7	11	10	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	10	10	8

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	6	6	7	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	6	6	7	14

7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	15	15	12	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	9	14	11	11

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 531 Answer after DVV Verification : 444
2.3	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
237	245	229	215	212

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
243	242	230	219	209

3.1	Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	28	28	29	27

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	29	29	28

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	30	29	29	29

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	30	29	29	29

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