

# The Annual Quality Assurance Report (AQAR) of the IQAC

2012-2013

## Part – A

### I. Details of the Institution

|                                      |   |
|--------------------------------------|---|
| 1.1 Name of the Institution          | College of Home Science, Nirmala Niketan  |
| 1.2 Address Line 1                   | 49, New Marine Lines,   |
| Address Line 2                       | Mumbai – 400 020.   |
| City/Town                            | Mumbai  |
| State                                | Maharashtra   |
| Pin Code                             | 400020  |
| Institution e-mail address           | nnchsc@mtnl.net.in  |
| Contact Nos.                         | 022-22076503  |
| Name of the Head of the Institution: | Dr. (Ms.) Perpetua Machado  |
| Tel. No. with STD Code:              | 022-22007544  |
| Mobile:                              | 9892368916  |
| Name of the IQAC Co-ordinator:       | Dr. (Mrs.) Geeta Ibrahim  |
| Mobile:                              | 9820153902  |
| IQAC e-mail address:                 | teekay7@rediffmail.com  |
| 1.3 NAAC Track ID:                   | <b><u>MHCOGN10246</u></b>   |
| 1.4 Website address:                 | www.nirmalaniketan.com  |
| Web-link of the AQAR:                | <a href="http://nirmalaniketan.com/naac-rar-submission/pdf/AQAR-Report-2012-2013.pdf">http://nirmalaniketan.com/naac-rar-submission/pdf/AQAR-Report-2012-2013.pdf</a> |
| 1.5 Accreditation Details            |   |

| Sl. No. | Cycle                 | Grade | CGPA                           | Year of Accreditation | Validity Period            |
|---------|-----------------------|-------|--------------------------------|-----------------------|----------------------------|
| 1       | 1 <sup>st</sup> Cycle | B+    | 78.00<br>(Institutional score) | March 2003            | March 2008                 |
| 2       | 2 <sup>nd</sup> Cycle | B     | 2.90                           | June 2009             | 14 <sup>th</sup> June 2014 |

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

28<sup>th</sup> February 2005

1.7 AQAR for the year (for example 2010-11)

2012-13

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

- i. AQAR 2009-2010 : 10/11/2011
- ii. AQAR 2010-2011 : 10/11/2011
- iii. AQAR 2011-2012 : 27/09/2012

1.9 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution (eg. AICTE, BCI, MCI, PCI, NCI) Yes  No

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

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

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

1.10 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

---

1.11 Name of the Affiliating University (for the Colleges)

University of Mumbai

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

Autonomy by State/Central Govt. / University  NA

University with Potential for Excellence

NA

UGC-CPE

NA

|                                  |    |                              |    |
|----------------------------------|----|------------------------------|----|
| DST Star Scheme                  | NA | UGC-CE                       | NA |
| UGC-Special Assistance Programme | NA | DST-FIST                     | NA |
| UGC-Innovative PG programmes     | NA | Any other ( <i>Specify</i> ) | NA |
| UGC-COP Programmes               | NA |                              |    |

## **2. IQAC Composition and Activities**

|  |               |
|--|---------------|
| 2.1 No. of Teachers  | 8+1 Principal |
| 2.2 No. of Administrative/Technical staff                      | 4             |
| 2.3 No. of students  | 0             |
| 2.4 No. of Management representatives                          | 1             |
| 2.5 No. of Alumni  | 0             |
| 2.6 No. of any other stakeholder and community representatives | 0             |
| 2.7 No. of Employers/ Industrialists                           | 0             |
| 2.8 No. of other External Experts                              | 2             |
| 2.9 Total No. of members                                       | 16            |
| 2.10 No. of IQAC meetings held                                 | 2             |

|   |                    |   |          |                                       |
|---|--------------------|---|----------|---------------------------------------|
| 2.11 No. of meetings with various stakeholders: | No.                | 2 | Faculty  | 2                                     |
|   | Non-Teaching Staff |   | Students |                                       |
|   | Alumni             |   | Others   | 1(External Expert)<br>2(with Parents) |

|  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 2.12 Has IQAC received any funding from UGC during the year? | Yes                      | No                                  |
|  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, mention the amount                                   | <input type="text"/>     |                                     |

2.13 Seminars and Conferences (only quality related)

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

|            |   |               |   |          |  |       |  |                   |  |
|------------|---|---------------|---|----------|--|-------|--|-------------------|--|
| Total Nos. | 1 | International | 1 | National |  | State |  | Institution Level |  |
|------------|---|---------------|---|----------|--|-------|--|-------------------|--|

(ii) Themes

**Enhancing Health, Well-being and Sustainability—Opportunities, Challenges and Future Directions**

## 2.14 Significant Activities and contributions made by IQAC

- ➔ Successful organization of the International Conference in January 2013, paper and poster presentations by in-house Faculty during the conference, increased number of Publications, obtained Research Grants from University of Mumbai and UGC. Faculty were encouraged to attend conferences at National and International Level.

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

| Plan of Action   | Achievements   |
|--|--|
| <ul style="list-style-type: none"> <li>• Planning of the Logistics for the International Conference from 10<sup>th</sup> 12<sup>th</sup> January 2013</li> <li>• Paper and poster presentations by in-house Faculty during the conference</li> </ul> | <ul style="list-style-type: none"> <li>• Successful Completion of the Conference</li> <li>• Increase in the collaborations with National/International research organizations, universities</li> <li>• Increase in the visibility of the institution</li> <li>• Timely and successful completion the activities as planned in the academic calendar</li> </ul> |

\* Academic Calendar of the year is attached herewith in Annexure I.

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

Provide the details of the action taken

- ➔ The members (Staff and LMC members) were appraised of the activities conducted during the academic year 2012-13 which was approved by all those concerned.

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

| Level of the Programme    | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|---------------------------|-------------------------------|--|-------------------------------------|--|
| PhD                       | 01                            | --   | --                                  | --   |
| PG                        | 01                            | --   | 02                                  | --   |
| UG                        | 01                            | --   | --                                  | --   |
| PG Diploma                | 01                            | --   | --                                  | --   |
| Advanced Diploma          | --                            | --   | --                                  | --   |
| Diploma                   | --                            | --   | --                                  | --   |
| Certificate (Value Added) | 05                            | --   | --                                  | 05   |
| Others                    | --                            | --   | --                                  | --   |
| <b>Total</b>              | 09                            | --   | 02                                  | 05   |
| Interdisciplinary         | --                            | --   | --                                  | --   |
| Innovative                | --                            | --   | --                                  | --   |

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options –N.A.  
(ii) Pattern of programmes:

| Pattern   | Number of programmes     |
|-----------|--------------------------|
| Semester  | F.Y.BSc, S.Y.BSc. MSc I. |
| Trimester | --                       |
| Annual    | T.Y.BSc, M.Sc. II        |

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

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

*Enclosed as Annexure I is the format for the feedback administered to the students of UG and PG.*

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

No

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

No

## Criterion – II

### 2. Teaching, Learning and Evaluation

| 2.1 Total No. of permanent faculty | Total | Asst. Professors | Associate Professors | Professors | Others |
|------------------------------------|-------|------------------|----------------------|------------|--------|
|                                    | 27    | 14               | 11                   | -          | 1      |

2.2 No. of permanent faculty with Ph.D.

| 2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year | Asst. Professors |    | Associate Professors |    | Professors |    | Others |    | Total |    |
|---|------------------|----|----------------------|----|------------|----|--------|----|-------|----|
|   | R                | V  | R                    | V  | R          | V  | R      | V  | R     | V  |
|   | --               | 1* | --                   | -- | --         | -- | --     | -- | --    | -- |

\*1 part time vacant

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

| No. of Faculty   | International level | National level | State level |
|------------------|---------------------|----------------|-------------|
| Attended         | 28                  | 16             | 04          |
| Presented papers | 19                  | 06             | 09          |
| Resource Persons | 06                  | 05             | 01          |

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

- Experiments and demonstrations
- Simulation techniques
- PowerPoint presentations by staff and students
- Movies, documentaries and videos
- Readings and guided discussions of extracts from books, newspaper clippings and articles from journals and magazines, writing and interpreting case studies
- Conducting market surveys, sessions/activities based on problem solving techniques
- use of anecdotes and illustrations
- Role-play, skits, puppet show, songs, dumb charades, games short stories
- Encouraged to participate in workshops and seminars
- Talks with resource persons and experts of national and international repertoire
- Organizing of exhibitions, displays, seminars and conference
- Visits to exhibitions, field visits to industries, hotels, hospitals and laboratories, old-age homes, orphanages, homes for the destitute women
- Rural camps, community projects and industrial visits, study tour with detailed report presentations
- Internship programmes at food and textile industries, export and manufacturing units, hospitals, research labs, hotels, schools and community centres/organizations, projects and assignments, etc.

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

|     |
|-----|
| 180 |
|-----|

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

|    |
|----|
| 11 |
|----|

1. Appointment of an Examination Committee at college level
2. Appointment of Central Assessment Programme (CAP) committee at college level
3. Examination related information was uploaded on the college website and updated regularly
4. Credit Based Semester and Grading System at S.Y. B.Sc.
5. Credit Based Semester and Grading System at the M.Sc. I
6. With the CBSGS external and internal component (60% and 40% weightage) is followed as laid in the University Guidelines ensuring a continuous monitoring of the students' work progress throughout the year
7. University Semester End Examinations (theory and practical at all levels F.Y.B.Sc. and S.Y.B.Sc.) were conducted in the college on behalf of the University
8. Assessment and moderation of theory papers was done under the Centralized Assessment Programme in college premises for F.Y.B.Sc. and S.Y. B.Sc.
9. Amended scheme of examination for theory undergraduate courses [including Class test (20 marks), Assignment (10 marks), Attendance (5 marks) and Overall conduct and active participation (5 marks)]
10. Amended scheme of examination for theory postgraduate courses [including Seminar (30 marks), attendance (5 marks) and overall conduct and active participation (5 marks)]
11. No internal assessment for practical courses, only semester end examination 40 marks, 5 marks viva and 5 marks journal

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop 

|    |  |  |
|----|--|--|
| 27 |  |  |
|----|--|--|

2.10 Average percentage of attendance of students 

|       |
|-------|
| >=75% |
|-------|

### 2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme                        | Total no. of students appeared | Division      |        |       |       |        |
|---|--------------------------------|---------------|--------|-------|-------|--------|
|   |                                | Distinction % | I %    | II %  | III % | Pass % |
| B.Sc. (Home Science)                          | 125                            | 8%            | 31.2%  | 45.6% | --    | 4%     |
| M.Sc. (Home Science)                          | 60                             | 31.67%        | 41.67% | 5%    | --    | 3.33%  |
| P.G. Diploma in Dietetics & Applied Nutrition | 20                             | 40%           | 30%    | 10%   | --    | 0%     |

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

➔ The IQAC is an important body of the college. Organizing of curricular, co-curricular and extracurricular activities and policy decisions are routed through the faculty who are active members of the IQAC. The members of the IQAC represent their specializations and discuss pertinent needs or areas for growth of each specialization. According to the requirement the IQAC decides on conducting workshops, seminars, training programme, industrial visits at local, national and international level etc to facilitate the teaching learning process. The multidisciplinary activities give good exposure to students and staff to newer frontiers of knowledge.

The IQAC helps the college in generating good practices, ideas, planning, implementing and evaluating the outcome of academic performance of the institute. It assists in developing realistic quality benchmarks for academic activities. It facilitates quality sustenance by organizing seminars/ workshops/ lectures/ group discussions on relevant topics for different specializations. It also organizes multidisciplinary and multi-institutional quality enhancement activities leading to the holistic development of students.

The IQAC is involved in developing action plan for the academic year. It gives relevant suggestions from time to time for improvement of infra-structural facilities to promote teaching – learning process. It assists in revising TAQ and modifying evaluation techniques. It enlightens staff about innovative teaching methods/ aids/ ICT used by other educational institutes. It informs staff about UGC/ University major research and minor research projects, available funding agencies and encourages them to apply for the same.

### 2.13 Initiatives undertaken towards faculty development

| <i>Faculty / Staff Development Programmes</i>  | <i>Number of faculty benefitted</i> |
|--|-------------------------------------|
| Refresher courses                              | 01                                  |
| UGC – Faculty Improvement Programme            | 00                                  |
| HRD programmes                                 | 27                                  |
| Orientation programmes                         | 01                                  |
| Faculty exchange programme                     | 00                                  |
| Staff training conducted by the university     | 00                                  |
| Staff training conducted by other institutions | 00                                  |
| Summer / Winter schools, Workshops, etc.       | 27                                  |
| Others   | 00                                  |

## 2.14 Details of Administrative and Technical staff

| Category             | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|----------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 4                             | 05                         | -  | -                                      |
| Technical Staff      | 17                            | 03                         | -  | -                                      |

## Criterion – III

### 3. Research, Consultancy and Extension

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

- ➔ The process of research has been more streamlined with the help of the **Research Centre** and the **IQAC**. The Principal has been instrumental in continuously encouraging faculty to upgrade their scientific skills and knowledge through deliberations and presentations at seminars and conferences. The QAC has been particularly effective in motivating the staff to apply for research grants. On recommendation of one of the external QAC members, the IQAC organised a special session in the college with an invited expert (Dr. G. Pawar, HOD of Biochemistry, SIES College) on “How to Apply for Research Grants”. The outcome of the motivational session of the QAC and the IQAC was that 10 teachers along with the Principal applied to the University of Mumbai for a minor research grant and all of them had their research grants sanctioned. Staff members who applied for and received such grants have motivated and helped other staff to also apply for grants.

#### 3.2 Details regarding major projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | 2         | --      | --         | 2         |
| Outlay in Rs. Lakhs | 9,00,000  | --      | --         | 9,00,000  |

#### 3.3 Details regarding minor projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | 6         | 1       | --         | 6         |
| Outlay in Rs. Lakhs | 1,54,100  | 50,000  | --         | --        |

#### 3.4 Details on research publications

|                          | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals     | 8             | 7        | Nil    |
| Non-Peer Review Journals | Nil           | Nil      | 2      |
| e-Journals               | Nil           | 1        | Nil    |

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS



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

| Nature of the Project  | Duration Year | Name of the funding Agency | Total grant sanctioned | Received         |
|--|---------------|----------------------------|------------------------|------------------|
| Major projects   | --            | Kellog's India             | 9,00,000               | 9,00,000         |
| Minor Projects   | --            | University of Mumbai & UGC | 2,24,100               | 2,04,100         |
| Interdisciplinary Projects   | --            | --                         | --                     | --               |
| Industry sponsored   | --            | 4                          | --                     | --               |
| Projects sponsored by the University/ College                                  | --            | 4                          | --                     | --               |
| Students research projects<br><i>(other than compulsory by the University)</i> | --            | --                         | --                     | --               |
| Any other(Specify)   | --            | --                         | --                     | --               |
| <b>Total</b>   | --            | --                         | <b>11,24,100</b>       | <b>11,04,100</b> |

3.7 No. of books published i) With ISBN No.

4

Chapters in Edited Books

2

ii) Without ISBN No.

NIL

3.8 No. of University Departments receiving funds from: NA

UGC-SAP

CAS

DST-FIST

DPE

DBT Scheme/funds

3.9 For colleges

Autonomy

CPE

DBT Star Scheme

INSPIRE

CE

Any Other (specify)

3.10 Revenue generated through consultancy

9,00,000/-

3.11 No. of conferences

organized by the Institution

| Level               | International   | National | State | University | College |
|---------------------|---|----------|-------|------------|---------|
| Number              | 1   | --       | --    | --         | --      |
| Sponsoring agencies | Trend Hospitality of TATA group, Maricos, Kamanis, Kellogs and other small scale industries | --       | --    | --         | --      |

28

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

3.13 No. of collaborations

International

1

National

20

Any other

3.14 No. of linkages created during this year

21

3.15 Total budget for research for current year in lakhs : 11,04100

From Funding agency  From Management of University/College   
 Total

3.16 No. of patents received this Year: NIL

| Type of Patent |         | Number         |
|----------------|---------|----------------|
| National       | Applied | Not applicable |
|                | Granted |                |
| International  | Applied |                |
|                | Granted |                |
| Commercialised | Applied |                |
|                | Granted |                |

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

| Total | International | National | State | University | Dist | College |
|-------|---------------|----------|-------|------------|------|---------|
| 5     | --            | 5        | --    | --         | --   | --      |

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

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

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

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events: NIL

University level  State level   
 National level  International level

3.22 No. of students participated in NCC events: NIL

University level  State level   
 National level  International level

3.23 No. of Awards won in NSS: NIL

University level  State level   
 National level  International level

3.24 No. of Awards won in NCC:

NIL

|                  |                      |                     |                      |
|------------------|----------------------|---------------------|----------------------|
| University level | <input type="text"/> | State level         | <input type="text"/> |
| National level   | <input type="text"/> | International level | <input type="text"/> |

3.25 No. of Extension activities organized

|                  |                                |               |                                |           |                      |
|------------------|--------------------------------|---------------|--------------------------------|-----------|----------------------|
| University forum | <input type="text" value="1"/> | College forum | <input type="text" value="6"/> |           |                      |
| NCC              | <input type="text"/>           | NSS           | <input type="text"/>           | Any other | <input type="text"/> |

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

- **College Forum**

- On the occasion of Independence Day, 15<sup>th</sup> August, 2012, the committee in collaboration with Hytech foundation, was involved in **selling of flags** that were made by people who are mentally challenged. 1500 flags were sold, and collected an amount of **Rs. 6030/-** that was handed over to the foundation for the welfare of are mentally challenged persons.
- **Talk and demonstration on cyber crime:** Awareness of cyber-crime is very essential to each individual using such services. Keeping this need in mind Social Service committee took an initiative of organizing a talk on cyber-crime by Mr. Sachin Dedhia, an ethical Hacker, associated with Mumbai police, Crime Branch for all students, teaching and non-teaching staff of the college on 10<sup>th</sup> September 2012.
- **Beach Cleaning Drive** – A beach cleaning drive was organized towards ‘clean & green Mumbai drive’ on 30<sup>th</sup> September, 2012 by the Committee on 30<sup>th</sup> September, 2012 (i.e. the next day of Ganesh visarjan).
- **Screening camp for Anaemia & Thalessemia:** A **screening camp for anaemia & Thalessemia** was organized on the 26<sup>th</sup> of September, which was sponsored by the Lion’s club international and PATUT, Mumbai. The camp was organized by C.B. Patel Research centre, Thalessemia detection Unit, JVPD, Vile Parle, Mumbai. 288 participants including largely of students and also some of the teaching and non teaching staff members were screened by the team. 198 students were found to be anaemic and 5 students were detected with Thalessemia who were counselled and advised for suitable strategies.
- An amount of **Rs 16000/-** was collected from students for the non teaching staff working as peons (low socioeconomic group) in the college.
- The TYBSc students are involved in a rural camp at Kolad (tribal/ rural area), after thorough training in various activities that would benefit the locals in the rural/tribal areas. During the camp, the students teach certain skills such as low cost nutritious recipes, health & hygiene, textile craft, teaching aids etc to the local people in order to make them self -dependent. e.g. they teach the villagers

- **University Forum:**

The institute initiated the program on ‘Life-long learning’ in collaboration with the university of Mumbai. Under this programme 29 students have taken up Industrial Orientation Projects. In which, the students were placed in different work spheres including Consumer Guidance Society of India (CGSI), Medical shops, Offices, Travel agencies, Private clinics, Interior designing establishments etc. They were sensitized to the social scenario in these establishments and were helped in delineating their contribution to these organizations. Each of these students presented their leaning experiences in the form of street play at an inter-collegiate festival 'Udaan', organised by the University.

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

| Facilities  | Existing  | Newly created                        | Source of Fund      | Total         |
|---|---|--------------------------------------|---------------------|---------------|
| Campus area   | Building and periphery area at 49 New Marine Lines; Institute Hostel and Institute Canteen at 38 New Marine Lines | --                                   | --                  | --            |
| Class rooms   | 14  | --                                   | --                  | --            |
| Laboratories  | 13  | 1 Research Lab. for MSc FPP students | --                  | --            |
| Seminar Halls   | 1   | --                                   | --                  | --            |
| No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.           | --  | 1 (software)                         | UGC Equipment Grant | Rs. 1,92,007  |
| Value of the equipment purchased during the year (Rs. in Lakhs) (including ICT & furniture) | --  | --                                   | --                  | Rs. 28,55,635 |
| Others (Renovation of classrooms, hall, and toilets on three floors)                        | --  | --                                   | --                  | Rs. 25,73,283 |

#### 4.2 Computerization of administration and library

##### New developments:

- Internet access to 5<sup>th</sup> floor staffroom, office, and HOS room.
- College purchased 4 new PCs for the library.
- Upgradation of SLIM software (& AMC for 2 years for SLIM software) in the library.
- Automation work (bar codes) in the library.
- Computerization of self-financing courses' fee programme (Accounts Office).

#### 4.3 Library services:

|                  | Existing |        | Newly added |        | Total |        |
|------------------|----------|--------|-------------|--------|-------|--------|
|                  | No.      | Value  | No.         | Value  | No.   | Value  |
| Text Books       | 150      | 206322 | 56          | 38361  | 206   | 244638 |
| Reference Books  | 136      | 297128 | 87          | 265479 | 223   | 562607 |
| e-Books          | -        | -      | -           | -      | -     | -      |
| Journals         | 36       | 106538 | 38          | 84419  | 38    | 84419  |
| e-Journals       | 3        | 66350  | 8           | 189420 | 8     | 189420 |
| Digital Database |          |        |             |        |       |        |
| CD & Video       | 56       | 8370   | 166         | 28245  | 222   | 36615  |
| Others (specify) | 6        | -      | 7           | -      | 7     | -      |

#### 4.4 Technology up gradation (overall)

|          | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others                    |
|----------|-----------------|---------------|----------|------------------|------------------|--------|-------------|---------------------------|
| Existing | 74              | 34            | 1        | --               | --               | 3      | 17          | 19 (including classrooms) |
| Added    | 18              | --            | --       | --               | --               | --     | 14          | 4 laptops                 |
| Total    | 92              | 34            | 1        | --               | --               | 3      | 31          | 23                        |

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

- Cyber facility for students and staff
- FY BSc students: training for Photoshop, MS office, internet, and computer basics
- SY BSc students: training for CorelDraw
- MSc & doctoral students: SPSS
- Textile and Fashion Technology teachers: training for using the Richpeace software

#### 4.6 Amount spent on maintenance in lakhs :

|  |                  |
|--|------------------|
| i) ICT                                   | 11,44,574        |
| ii) Campus Infrastructure and facilities | 25,73,283        |
| iii) Equipments                          | 8,86,357         |
| iv) Others                               | 8,24,704         |
| <b>Total :</b>                           | <b>54,28,918</b> |

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

➔ The various committees of the college like Cultural Committee, Student's Council, Social Service, Magazine, Library, Interfaith, conducted student initiated activities. Anemia, Thalassemia camps were held as part of medical check up, sensitisation towards maintaining clean Environment by activities like Beach cleaning. Academic support was provided to students by counselling and mentoring sessions, making them aware of various scholarships, organizing an International conference and encouraging students to participate and present papers in National and International conference; giving them information about various cultural and sports events conducted by the college as well as by the other institutes.

#### 5.2 Efforts made by the institution for tracking the progression

➔ Whenever the alumni visit the institute they are asked to update their current status in a register maintained at the reception, this helps the institute in keeping a track about their progression.

5.3 (a) Total Number of students

|           |           |               |                     |
|-----------|-----------|---------------|---------------------|
| <i>UG</i> | <i>PG</i> | <i>Ph. D.</i> | <i>Others</i>       |
| 498       | 123       | 14            | 20<br>(P.G.Diploma) |

(b) No. of students outside the state

None

(c) No. of international students

None

Men

|    |   |
|----|---|
| No | % |
| 0  | 0 |

Women

|     |     |
|-----|-----|
| No  | %   |
| 655 | 100 |

| Last Year |    |    |     |                       |       | This Year |    |    |     |                       |       |
|-----------|----|----|-----|-----------------------|-------|-----------|----|----|-----|-----------------------|-------|
| General   | SC | ST | OBC | Physically Challenged | Total | General   | SC | ST | OBC | Physically Challenged | Total |
| 368       | 10 | 0  | 26  | --                    | 404   | 510       | 18 | 0  | 36  | --                    | 564   |

Demand ratio: F.Y.B.Sc.– 1:1.4  
M.Sc. – 1:5  
P.G. Dip. – 1:2

Dropout %: 4.1%

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

None

No. of students beneficiaries

None

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

➔ The counsellor in the college conducted sessions (both at the personal level and individual level) on interpersonal issues, career or vocational issues. For some students facing personal problems in the area of time, stress management, peer pressure, self-image, coping with exam anxiety, relationship with parents, siblings, friends, conflicts at home front, in college were individually dealt with.

No. of students benefitted

69

5.7 Details of campus placement

| <i>On campus</i>                |                                 |                           | <i>Off Campus</i>         |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 10                              | 52                              | 26                        | -                         |

### 5.8 Details of gender sensitization programmes

- A workshop on “Handling Sexual Harassment in Public Places” was conducted by Dr. Kamini Rege for the Junior College and Senior College students on 29<sup>th</sup> November 2012. This session was conducted, as we are a Women’s College and the girls do not actually face instances of sexual harassment within college but rather on the streets. Coming from protective families, some of them feel ill-equipped to handle these advances. It was therefore felt the need to organise such a workshop. The workshop consisted of an interactive session, where the entire audience was divided into smaller groups. There were group discussions on topics like: What is considered as ‘sexual harassment’; What are the causes of or what could be the possible reasons behind sexual harassment? ; How to deal with sexual harassment in public; and How to identify people who harass girls. Power point presentations and videos helped convey these points in a student-friendly manner. This was followed by a question answer session, where in the students asked questions which were well-clarified to their satisfaction. The session was concluded with a vote of thanks by a student member of the women’s cell.
- The WDC however motivated students to attend the session organized by the Women’s Development Cell of the College of Social Work on ‘FEMINIST JURISPRUDENCE’ by Adv. Flavia Agnes Director, Majlis, Mumbai on 13<sup>th</sup> March, 2012, from 2.00 - 6.00 p.m. This was attended by the Convener and 7 students of our college.

### 5.9 Students Activities

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

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

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

Sports: State/ University level  National level  International level

Cultural: State/ University level  National level  International level

### 5.10 Scholarships and Financial Support

|  | Number of students | Amount     |
|--|--------------------|------------|
| Financial support from institution                                   | -                  | --         |
| Financial support from government                                    | 16                 | 60,802/-   |
| Financial support from other sources                                 | 38                 | 1,41,465/- |
| Number of students who received International/ National recognitions | --                 | --         |

#### 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

3

5.13 Major grievances of students (if any) redressed:

➔ Grievances if any are attended to and resolved by the Grievance Committee in the College.

Grievances which arise regarding time tables, examination schedules, peer pressure, conflicts with friends are resolved and if required, students are sent to the counsellor.

## Criterion – VI

### **6. Governance, Leadership and Management**

6.1 State the Vision and Mission of the institution

➔ The vision of the college: The college aims at the total development of the Indian woman by providing learning opportunities to empower her with the 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 a positive contribution to society in the 21st century.

The goals of the college: The college aims at the development of women through an education that is:

- (a) Life-oriented,
- (b) Career-oriented, and
- (c) Community-oriented.

6.2 Does the Institution has a management Information System

➔ Yes

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

#### 6.3.1 Curriculum Development

➔ As the only college of Home Science affiliated to the University of Mumbai, the Nirmala Niketan College of Home Science enjoys default academic autonomy with regard to curriculum design and development. The teachers of the college through the Chairperson of the Ad Hoc Board of Studies of Home Science, have designed a detailed, unitized syllabus with clear topics and subtopics for each of the levels of Home Science ranging from FY BSc Home Science Semester I to PhD in Home Science:

The vision, goals, mission, motto, and emblem of the college:

- Life-orientation: The curriculum addresses the knowledge, skills, and attitudes for successfully meeting varied human needs such as those related to human relationships, food, clothing, and resource management.
- Career orientation: careful link with multiple career options after exiting each of the degree levels in Home Science, from BSc to PhD, for each of the multiple branches. Linkages with the industry, NGOs, GOs, academic organizations, research organizations in curriculum implementation strengthen the career orientation of our curriculum.
- A curriculum with many applied components, which teaches practical skills. There is a balance of theory and practicum subjects. Practicum subjects are offered in a variety of areas even within a specialization.
- A curriculum that enables development of competencies which are globally valuable, locally relevant: The curriculum includes cutting-edge ideas in different fields, and is of international quality. There is inclusion of specifically Indian content. Moreover, students have many opportunities to apply their learning to local/ regional settings through research, extension, and placements/ internships.



- Service component/ community orientation: therefore, the curriculum includes extension and service activities.
- Women's empowerment/ leadership: The Home Science education, in content and method, extends beyond textbooks into the lived world. The use of participatory, hands-on, minds-on teaching-learning methods empowers our learners.

The Nirmala Niketan College of Home Science places the highest value on comprehensive, professional and socially-relevant education. The entire curriculum is directed to enable each student to imbibe skills that are necessary for negotiating life's challenges whether personal, familial, community/societal, or professional. The well-planned and implemented education is a blend of contemporary and traditional values interwoven to depict the fabric of our own *Nirmala Niketan Home Science* brand which echoes the college vision, goals, mission, motto, and emblem.

Examples of our efforts to supplement the syllabi approved by the University of Mumbai include the following:

#### Women's Empowerment/Leadership

- We use participatory, hands-on, minds-on teaching-learning methods which empowers our students.
- We use participatory governance and have student members in almost all our committees. Students learn soft skills, event management skills, and leadership skills through planning, executing, monitoring, and evaluating the activities/events of their committee (e.g., Social Service Committee, Magazine Committee, Women's Cell).
- Personality development camps for students
- Leadership training for all members of the Student Council

#### Career-Orientation; Globally Valuable and Locally Relevant Education

- Linkages/tie-ups/collaborations with the industry, NGOs, GOs, academic organisations, and research organizations in curriculum implementation strengthen the career orientation of our curriculum.
  - Exposure visits
  - Study tours
  - Placements/Internships
  - Research collaborations
  - Talks/sessions/workshops with experts from the industry/NGOs etc.

#### 6.3.2 Teaching and Learning

➔ The IQAC is an important body of the college. Organizing of curricular, co-curricular and extracurricular activities and policy decisions are routed through the faculty who are active members of the IQAC. The members of the IQAC represent their specializations and discuss pertinent needs or areas for growth of each specialization. According to the requirement the IQAC decides on conducting workshops, seminars, training programme, industrial visits at local, national and international level etc to facilitate the teaching learning process. The multidisciplinary activities give good exposure to students and staff to newer frontiers of knowledge.

The IQAC helps the college in generating good practices, ideas, planning, implementing and evaluating the outcome of academic performance of the institute. It assists in developing realistic quality benchmarks for academic activities. It facilitates quality sustenance by organizing seminars/workshops/lectures/group discussions on relevant topics for different specializations. It also organizes multidisciplinary and multi-institutional quality enhancement activities leading to the holistic development of students.

The IQAC is involved in developing action plan for the academic year. It gives relevant suggestions from time to time for improvement of infra-structural facilities to promote teaching – learning process. It assists in revising TAQ and modifying evaluation techniques. It enlightens

staff about innovative teaching methods/aids/ICT used by other educational institutes. It informs staff about UGC/University major research and minor research projects, available funding agencies and encourages them to apply for the same.

### 6.3.3 Examination and Evaluation

- Appointment of an Examination Committee at college level
- Appointment of Central Assessment Programme (CAP) committee at college level
- Examination related information was uploaded on the college website and updated regularly
- Credit Based Semester and Grading System at S.Y. B.Sc.
- Credit Based Semester and Grading System at the M.Sc. I
- With the CBSGS external and internal component (60% and 40% weightage) is followed as laid in the University Guidelines ensuring a continuous monitoring of the students' work progress throughout the year
- University Semester End Examinations (theory and practical at all levels F.Y.B.Sc. and S.Y.B.Sc.) were conducted in the college on behalf of the University
- Assessment and moderation of theory papers was done under the Centralized Assessment Programme in college premises for F.Y.B.Sc. and S.Y. B.Sc.
- Amended scheme of examination for theory undergraduate courses [including Class test (20 marks), Assignment (10 marks), Attendance (5 marks) and Overall conduct and active participation (5 marks)]
- Amended scheme of examination for theory postgraduate courses [including Seminar (30 marks), attendance (5 marks) and overall conduct and active participation (5 marks)]
- No internal assessment for practical courses, only semester end examination 40 marks, 5 marks viva and 5 marks journal

### 6.3.4 Research and Development

- A Research Centre, with a qualified, eminent researcher as a Research Director.
  - ✓ Multiple turnkey research projects carried out for the Food Industry by the Research Centre, including a multi-centric breakfast study with 150 newspaper write-ups.
  - ✓ Publication of a research journal: Research Reach—Journal of Home Science.
- Substantial weightage assigned to research in the MSc programs.
- Excellence standards for research at MSc and doctoral levels.
- Many teachers have been awarded minor research projects; teachers and students have actively participated in and presented papers and posters at international and national conferences; initiative has been taken for research publications in nationally and/or internationally renowned journals and books.
- Autonomy to the principal investigator
- Timely availability or release of resources
- Adequate infrastructure and human resources
- Time off, reduced teaching load, special leave etc. to the teachers
- Support in terms of technology and information needs
- Timely audit and submission of utilization certificate

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

#### → **Library:**

The library in the college is equipped with a number of national and international research/academic/industry journals including various reputed e-journals (e.g., Journal of Nutrition, International Dyer, International Journal of Sports Nutrition and Exercise Metabolism, Indian Journal of Career and Livelihood planning [IJCLP], Psychological Studies), textbooks, and recent editions of reference books that are pertinent to advanced study/research. In addition, the

library also stocks research reports (dissertations, theses, research project reports). These are of great help to the current research aspirants in conceptualizing their research ideas and in understanding the various steps and facets of research. The library also offers soft versions of various reference books and films to facilitate the learning process. Ten computers, all with internet facility, allow students and staff to surf the Net for resources. Qualified library staff assists research scholars, students, and staff in locating desired print resources. A private room for faculty in the library is suitable for quiet writing/analysis using a laptop. Reprographic facilities on request are also available.

#### ICT facilities:

The college offers updated ICT facilities to the students and staff. The faculty have access to computers with internet in the staffrooms, library, and cybercafé (without charge). Students can access computers, internet, and printing facilities in the library and in the cybercafé (at a minimal cost). Based on student request, multiple plug units have been installed in the library, and the corridors adjoining the library for students who wish to work on their laptops. These facilities allow students and faculty to locate relevant literature, analyse, and write their research reports.

New developments:

- Internet access to 5<sup>th</sup> floor staffroom, office, and HOS room.
- College purchased 4 new PCs for the library.
- Upgradation of SLIM software (& AMC for 2 years for SLIM software) in the library.
- Automation work (bar codes) in the library.
- Computerization of self-financing courses' fee programme (Accounts Office).

|                  | Existing |        | Newly added |        | Total |        |
|------------------|----------|--------|-------------|--------|-------|--------|
|                  | No.      | Value  | No.         | Value  | No.   | Value  |
| Text Books       | 150      | 206322 | 56          | 38361  | 206   | 244638 |
| Reference Books  | 136      | 297128 | 87          | 265479 | 223   | 562607 |
| e-Books          | -        | -      | -           | -      | -     | -      |
| Journals         | 36       | 106538 | 38          | 84419  | 38    | 84419  |
| e-Journals       | 3        | 66350  | 8           | 189420 | 8     | 189420 |
| Digital Database |          |        |             |        |       |        |
| CD & Video       | 56       | 8370   | 166         | 28245  | 222   | 36615  |
| Others (specify) | 6        | -      | 7           | -      | 7     | -      |

#### Amount spent towards Improving Infrastructure

| PARTICULARS                           | SENIOR COLLEGE | U G C     | Mgt. | Poly Mgt | Self Financing courses Income | Total     |
|---------------------------------------|----------------|-----------|------|----------|-------------------------------|-----------|
| Furniture                             | 15695.00       |           |      |          | 824704.00                     | 840399.00 |
| Laboratory Equipment                  | 264088.00      | 191662.00 |      |          |                               | 455750.00 |
| Clothing Lab. Equipment               | 29818.00       |           |      |          |                               | 29818.00  |
| Computers                             |                |           |      |          | 575250.00                     | 575250.00 |
| Food Lab. Equipment                   | 21800.00       |           |      |          |                               | 21800.00  |
| Computer Software                     |                | 291857.00 |      |          | 503324.00                     | 795181.00 |
| 1 Goniometer for large & small joints |                | 71437.00  |      |          |                               | 71437.00  |
| Projectors                            |                |           |      |          | 66000.00                      | 66000.00  |

|                                |           |           |           |            |            |            |
|--------------------------------|-----------|-----------|-----------|------------|------------|------------|
| Renovation of Classroom & Hall |           |           |           |            | 917188.00  | 917188.00  |
| Gr.Floor Toilets               |           |           | 451492.00 |            |            | 451492.00  |
| 2nd, 3rd & 6th Floor toilets   |           |           |           | 1204603.00 |            | 1204603.00 |
|                                | 331401.00 | 554956.00 | 451492.00 | 1204603.00 | 2886466.00 | 5428918.00 |

| Item                                 | Date of purchase | Sr. No. | Quantity | Rate    | Total          |
|--------------------------------------|------------------|---------|----------|---------|----------------|
| <b>Furniture</b>                     |                  |         |          |         |                |
| Newspaper Stands                     | 07-05-2012       | 43      |          | 11700   |                |
| Computer Trolley                     | 03-08-2012       | 174     | 1        | 3995    | 15695          |
| <b>Laboratory Equipments</b>         |                  |         |          |         |                |
| Skinfold Caliper                     | 02-03-2012       | 605/606 | 2        | 69750   |                |
|                                      |                  |         | 1        | 69750   |                |
| Flamephotometer                      | 02-03-2013       | 633     | 1        |         |                |
| Lactometer (Science House)           |                  |         | 1        | 90788   |                |
| HD Lab Equip foe extn act toys, etc. | 26-03-2013       | 657     |          | 22550   |                |
| Dehydrator                           | 30-03-2013       | 674     | 1        | 11250   | 264088         |
| <b>Clothing Lab Equipment</b>        |                  |         |          |         |                |
| Sewing Machines                      | 13-08-2012       | 198     |          | 20265   |                |
| Stiffness Tester                     | 25-03-2013       | 647     | 1        | 9553    | 29818          |
| <b>Food Lab Equipments</b>           |                  |         |          |         |                |
| Mixer (Roopam Trading Co)            | 17-09-2012       | 319     | 2        | 6200    |                |
| Oven- Murphy Richards                | 07-03-2012       | 622     | 1        | 15600   | 21800          |
| <b>Furniture</b>                     |                  |         |          |         |                |
| Jainson Bill no. 18                  | 11-05-2012       | 45      |          | 80437   |                |
| Drawer Cabniet                       | 03-08-2012       | 128     | 4        | 29916   |                |
| Florida Tables                       | 03-08-2012       | 129     | 4        | 46516   |                |
| Conference Room Furniture            | 03-08-2012       | 130     |          | 90450   |                |
| Library racks                        | 03-09-2012       | 174     |          | 40163   |                |
| Chairs                               | 17-11-2012       | 287     |          | 93096   |                |
| Study tables                         | 04-12-2012       | 316     |          | 58610   |                |
| Tables                               | 20-12-2012       | 344     |          | 97684   |                |
| Furniture                            | 25-03-2013       | 548     |          | 223775  |                |
| Chairs                               | 28-03-2013       | 561     |          | 64057   | 824704         |
| <b>Computers</b>                     |                  |         |          |         |                |
| Computers                            | 09-08-2012       | 141     |          | 80000   |                |
| Computers                            | 13-09-2012       | 195     | 5        | 155000  |                |
| Laptops                              | 13-12-2012       | 325     | 2        | 60000   |                |
| Laptops                              | 13-12-2012       | 326     | 1        | 28500   |                |
| Laptop                               | 21-12-2012       | 346     | 1        | 29500   |                |
| Computers                            | 22-12-2012       | 349     | 2        | 63500   |                |
| Computers                            | 08-01-2013       | 376     | 2        | 63500   |                |
| Computers                            | 08-01-2013       | 377     | 2        | 63500   |                |
| Computers                            | 16-01-2013       | 383     | 1        | 31750   | 575250         |
| Computer software                    | 26-03-2013       | 558     |          | 503324  | 503324         |
| Projectors                           | 21-08-2012       | 152     | 2        | 66000   | 66000          |
| Renovation of Classroom & Hall       |                  |         |          | 917188  | 917188         |
| Lab Equipment                        |                  |         |          | 191662  | 191662         |
| Computers                            |                  |         |          | 99850   | 99850          |
| Computer Software                    |                  |         |          | 192007  | 192007         |
| Goniometer for large & small joints  |                  |         |          | 71437   | 71437          |
| Ground floor toilets                 |                  |         |          | 451492  | 451492         |
| 2nd, 3rd & 6th Floor toilet          |                  |         |          | 1204603 | 1204603        |
| <b>Total</b>                         |                  |         |          |         | <b>5428918</b> |

### 6.3.6 Human Resource Management

- ➔ Extensive use of participatory management/decentralized governance for capacity development and leadership among staff.
- Multiple opportunities for leadership for various assignments/tasks/responsibilities made available to staff and students.
  - Top Management policy to have and sponsor Faculty development sessions in the college; likewise, to arrange and sponsor staff development sessions for non-teaching staff, and those for support staff.
  - Top Management policy to have leadership training/personality development overnight camps for students of the college (TYs, MSc1, Student Council members) conducted by youth professionals such as the Don Bosco Youth Services.
  - Faculty members are encouraged to attend seminars/conferences, present papers, avail of refresher courses so as to keep abreast of changing times/advancements in knowledge.
  - Policy of drawing up plans for the year for each specialization and each committee so as to ensure the scheduling and conduction of co-curricular and extra-curricular activities and events in the college that facilitate faculty and student development.
  - Feedback mechanisms like the TAQ.
  - Welfare measures.

### 6.3.7 Faculty and Staff recruitment

- ➔ The Nirmala Niketan College of Home Science is the only Home Science college affiliated to the University of Mumbai. It is one of the premiere Home Science and women's education institutes in the country. The dedication of Nirmala Niketan College of Home Science to women's education and commitment to quality has helped build and sustain a reputation that attracts faculty to the college.

The work culture which is characterized by excellence expectations helps to retain the staff.

- Deputation of staff to attend seminars/conferences, and for exchange programs with other institutes.
- Opportunities provided to exhibit leadership skills – HOS, conveners of various committees.
- Opportunities for networking with the industry, other academic institutions.
- Sanctioning of long leave for personal reasons, extended maternity leave.
- Receptivity of Management to concerns of the staff.
- The visiting lecturer rates have been increased in order to attract eminent/ high-quality faculty to teach on a clock-hour-basis when needed

### 6.3.8 Industry Interaction / Collaboration

- ➔ The Nirmala Niketan College of Home Science is the only Home Science college affiliated to the University of Mumbai. It is one of the premiere Home Science and women's education institutes in the country. The dedication of Nirmala Niketan College of Home Science to women's education and commitment to quality has helped build and sustain a reputation that attracts faculty to the college. The work culture which is characterized by excellence expectations helps to retain the staff.

- Deputation of staff to attend seminars/ conferences, and for exchange programs with other institutes.
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- Sanctioning of long leave for personal reasons, extended maternity leave.
- Receptivity of Management to concerns of the staff.
- The visiting lecturer rates have been increased in order to attract eminent/ high-quality faculty to teach on a clock-hour-basis when needed

### 6.3.9 Admission of Students

➔ Admission into the Nirmala Niketan College of Home Science is generally at the following key junctures:

- For the Senior College:
  - Admission into F.Y .B. Sc
  - Selection into a TY BSc specialisation
  - Admission into the PG Diploma
  - Admission into one of the five MSc branches/specialisations
  - Admission into the PhD programme

6.4 Welfare schemes for

|              |   |
|--------------|---|
| Teaching     | 7 |
| Non teaching | 8 |
| Students     | 4 |

6.5 Total corpus fund generated

Nil

6.6 Whether annual financial audit has been done

Yes  No

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

| Audit Type     | External |                    | Internal |            |
|----------------|----------|--------------------|----------|------------|
|                | Yes/No   | Agency             | Yes/No   | Authority  |
| Academic       | No       | --                 | Yes      | Principal  |
| Administrative | Yes      | Chhotalal and Sons | Yes      | Management |

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

For UG Programmes Yes  No

For PG Programmes Yes  No

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

- Appointment of an Examination Committee
- Appointment of Central Assessment Programme (CAP) committee
- Examination related information was uploaded on the college website and updated regularly
- Credit Based Semester and Grading System at S.Y. B.Sc.
- Credit Based Semester and Grading System at the M.Sc. I
- With the CBSGS external and internal component (60% and 40% weightage) is followed as laid in the University Guidelines ensuring a continuous monitoring of the students' work progress throughout the year
- University Semester End Examinations (theory and practical at all levels F.Y.B.Sc. and S.Y.B.Sc.) were conducted in the college on behalf of the University
- Assessment and moderation of theory papers was done under the Centralized Assessment Programme in college premises for F.Y.B.Sc. and S.Y. B.Sc.
- Amended scheme of examination for theory undergraduate courses [including Class test (20 marks), Assignment (10 marks), Attendance (5 marks) and Overall conduct and active participation (5 marks)]
- Amended scheme of examination for theory postgraduate courses [including Seminar (30 marks), attendance (5 marks) and overall conduct and active participation (5 marks)]
- No internal assessment for practical courses, only semester end examination 40 marks, 5 marks viva and 5 marks journal

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

➔ The affiliating University has made a provision for according the status of autonomy to an affiliated institution.

The college is the only Home Science college affiliated to the University of Mumbai and thereby enjoys default autonomy on syllabus/curriculum and appointment of the panel of university examiners.

At the same time, the possibility of attaining academic autonomy is being considered. The required information on academic autonomy has been collected and experts are being consulted.

6.11 Activities and support from the Alumni Association

- Alumni invited as academic experts, examiners, resource persons.
- Donation made by Alumni for the International Conference held in 2013.
- Alumni are invited to address the students and parents for the Parent Orientation
- Alumni invited to conduct interview for Campus recruitment.

6.12 Activities and support from the Parent – Teacher Association

➔ Not Applicable

6.13 Development programmes for support staff

- Workshop on Team Building and Effective Communication and Building Unity
- Picnics organized for one day and two days separately.

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

➔ Efforts made to minimize the use of papers by setting of internal Assessment Question Papers in such a way that minimal or no use of answer paper is made as there is space provided in the question papers for the students to answer.

Use of plastic is avoided and used chart papers are used to advertise about these activities by using the other side of these papers.

## **Criterion – VII**

### **7. Innovations and Best Practices**

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

➔ **Innovations in:  
Curriculum**

- In compliance with the directives of the University of Mumbai, the Credit Based Semester and Grading System has been designed and implemented at the S.Y.BSc level successfully. The T.Y.B.Sc. and M.Sc. syllabi for all specializations for the Credit Based Semester and Grading System has been sent to the University of Mumbai for approval.

New courses have been introduced and modifications have been suggested in some courses:

A new MSc program in Home Science with a specialisation in *Ergonomics* (self-financed) has been recommended by the Faculty of Sciences to the Academic Council University of Mumbai. MSc part II in Home Science was introduced in the specialisations of *Food Processing and Preservation* and *Sports Nutrition* (both are recognised by the University of Mumbai; self-financed).

It has been proposed to the University of Mumbai that students pursuing the value-added course *Ergonomics and Work Station Design* be given credits for the same. Hence the syllabus was restructured.

#### **Scientific Temper**

- In keeping with the efforts to involve themselves in research, many teachers have obtained minor research grants and completed research projects.

- The number of teachers and students/ex-students (including PhD scholars) who have made scientific paper and poster presentations at various national and international Conferences has increased.
- Teachers and postgraduate students have been recipients of awards for their presentations.
- The expertise of teachers has led to their being invited to speak at national and international conferences.
- In 2012-13 more teachers have published research papers/books both nationally and internationally in reputed journals and with reputed book publishers. Some teachers are reviewers and/ or editors of national and international journals.
- The number of PhD guides has increased. Teachers have obtained the UGC travel grant for their scientific presentations abroad.
- The research component has been strengthened in the five MSc programmes in the College: Students complete 12 credits of research-related coursework in Semesters 1 and 2 (Research Methods and Statistics theory; Research Practicum) and 12 credits in Semesters 3 and 4 (Dissertation). They complete a group research project/other research exercises in Semesters 1 and 2, and an individual research project in Semesters 3 and 4 under the guidance of teachers.

#### **Linkages/Collaboration/Extension**

- We have taken deliberate steps to build international visibility:
  - We organised our **first international conference** in January 2013. The theme was very relevant to the current times: “*Enhancing Health, Wellbeing, and Sustainability—Challenges, Opportunities and Future Directions*”. Eminent speakers from abroad as well as Indian scholars of international repute provided tremendous value; paper and poster sessions also offered an excellent platform for dialogue. The conference was very successful as noted in the number of registrations, the range of scholars, the number of proposals received for paper presentations, the number of paper and poster presentations, the funds generated, and the international linkages set up.
  - **Academic exchange programmes** have been set up with Ghent University, Ghent, Belgium.
- We are collaborating with the University of Mumbai’s Department of Lifelong Learning and Extension and have established the Nirmala Niketan college unit. Enrolled students are transferring their experiences and learning from the classroom to the community.

#### **Infrastructure and Technology**

- Substantial remodeling of sections of the college is helping improve functioning:
  - Newly modeled multi-purpose hall
  - Newly modeled classrooms
  - Newly modeled Research Centre
  - Newly modeled toilets/washrooms
  - The old lifts have been replaced
- All classrooms are now ICT-enabled, permitting teachers to use PPT presentations and video clippings routinely.
- The college has acquired two software programs—Fee Manager and Tally ERP.9—which enable faster accounting, administrative, and admission work.
- Academic results are now computerized.
- An equipment grant received from the UGC for 25 lakhs (and another 25 lakhs has been promised) has allowed specialized software and laboratory equipment to be purchased.

#### **Student and Staff Support**

- Personality development workshops have been organized for the nonteaching and support staff.
- Increased welfare measures for staff and students. Some examples are:
  - Timely receipt of salaries from the management (on the first of each month) as salaries from the government are delayed
  - Microwave in the Common Room for students.
  - A high-energy drink and snack is distributed to students during examinations.



### **Governance**

- FY and SY examinations are now conducted by the college as per the directives of the University of Mumbai. The Examination Committee, and the newly formed Central Assessment Process and Unfair Means Committees are facilitating the examination work.
- 7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year
- The main plan for the academic year 2012-2013 was organization of International Conference which was successfully executed.
  - Research paper and poster presentation at national and international level, applying for research grants, publication of paper in peer-reviewed journals, publication of books and chapters with ISSN and ISBN numbers was augmented
  - Better infrastructural facilities such as classrooms, laboratories, library, ICT were enhanced.
  - The college has acquired two software programs—Fee Manager and Tally ERP.9—which enable faster accounting, administrative, and admission work.
  - Academic results are now computerized.
  - Academic exchange programmes have been set up.
  - Collaboration with the University of Mumbai's Department of Lifelong Learning and Extension has been established with setting up of the Nirmala Niketan college unit. Enrolled students are transferring their experiences and learning from the classroom to the community.
  - In compliance with the directives of the University of Mumbai, the Credit Based Semester and Grading System was designed and implemented at the S.Y.BSc level successfully. The T.Y.B.Sc. and M.Sc. syllabi for all specializations for the Credit Based Semester and Grading System which was sent to the University of Mumbai has been approved.
  - New courses have been introduced and modifications have been suggested in some courses:
  - MSc part II in Home Science was introduced in the specialisations of *Food Processing and Preservation* and *Sports Nutrition* (both are recognised by the University of Mumbai; self-financed).
  - It has been proposed to the University of Mumbai that students pursuing the value-added course *Ergonomics and Work Station Design* be given credits for the same. Hence the syllabus was restructured.
  - We were successful in getting UGC grant for special assistance

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

#### ➔ Best Practice 1

**Title of the Practice:** Use of learner-centered, participatory, innovative teaching-learning methods.

#### **Goals**

- To engage students in the learning process.
- To respect the learner as an active participant as opposed to a passive recipient.
- To encourage cooperative learning.
- To empower our women students through teaching-learning activities that help students build self-confidence.
- To respond to students in smaller groups and individually as far as possible rather than as “a class” of students.
- To enable students to make connections between ideas in textbooks and the real worlds that they are experiencing in Mumbai/tribal-rural areas outside Mumbai/other parts of India.
- To have students co-construct knowledge and take ownership for ideas.
- To support students in thinking, problem-solving, and in specialised knowledge- and skill-development.
- Most importantly, to enable powerful learning.
- The underlying principles are clear in the statement of goals: We need to ensure that students are strongly engaged in the learning process; students learn far better when they are active participants in the learning process; the role of peers in learning needs to be respected and

opportunities for learning interpersonal skills/teamwork are essential (soft skill development); the teaching-learning activities themselves must allow students to build positive ideas of who they are and what they can accomplish; teaching-learning activities must allow us to identify and respond to the needs of individual learners as far as possible; education must be relevant for the learner; we uphold a constructivist epistemological position; in today's changing times, it is imperative that students learn how to think/problem-solve; our education is also focused on specialized knowledge and skill development; powerful learning is the outcome of the use of learner-centered, participatory teaching-learning methods.

### **The Practice: Overview**

Teachers in the college outstandingly use a variety of teaching-learning methods that engage the learner in hands-on and minds-on activities, enabling powerful learning. Examples across teachers are:

- Use of images, video clippings, PPT slides, documentaries, movies, songs
- Use of relevant/inspirational stories, books, news events
- Readings and guided discussions of extracts from textbooks/reference books/scientific journals
- Discussion, debates, buzz sessions
- Games, dumb charades, crosswords, short exercises, small group exercises, brainstorming, problem-solving activities
- Use of anecdotes and illustrations
- Role plays, dramatization, puppet shows
- Workshops
- Case histories
- Demonstrations and experiments
- Mock lessons, simulation

Also relevant are the following:

- Opportunities to apply learning in real-life contexts: planning, conducting, and evaluating extension activities for beneficiaries in urban/rural/tribal areas.
- Students (especially doctoral students) are also supported in making scientific poster or paper presentations in national and international conferences.

### Best Practice 2

**Title of the Practice:** Decentralised participatory management.

#### **Goals**

This best practice is aligned with our mission:

- To respect egalitarian justice, use participatory governance, and build capacity among students and staff.

Related goals include the following:

- To have students and staff value their own role and the roles of others in planning and executing day-to-day or special activities/events in the college.
- To enhance teamwork across all types of primary stakeholders in the college.

Democratic and welfare-oriented principles undergird this best practice.

#### **The Context**

Learning and leadership development occur best when participatory methods are used. Participatory governance allows for the holistic development of both faculty and students: in partaking in various activities as decision-makers and executors of decisions, faculty and students build/strengthen skills that have enduring value.

#### **The Practice**

The decision-making and organizational processes in the college are exemplary of decentralized participatory management. Decision-making processes are considerably decentralized in the college through demarcation into four specializations and the institution of various committees

*\*The details are provided in Annexure III*

#### 7.4 Contribution to environmental awareness / protection

- This year more of the incandescent bulbs have been replaced with the more efficient CFLs.
- Staff and students are continuously encouraged to “Reduce, Reuse and Recycle” in order to minimize/reduce carbon emissions.
- Students and staff reuse as much paper and other material (loom waste, left over fabric, embellishments, etc.) as is practically possible: Students use these leftover materials to prepare items (e.g.:-bookmarks, cards, etc.) when teaching income-generating skills to tribal and rural women as part of the extension activities.
- Greater emphasis was placed this year on using soft copies for internal communication to reduce wastage of paper.
- Newspapers, magazines and a lot of other waste generated in the college is sold to facilitate recycling.
- Garments prepared by students at the examinations are refinished by senior students and sent for the use of the economically disadvantaged people of the Institute’s urban and rural centres.

#### **Plantation**

The college has made efforts to increase the green cover by adding to the number of potted plants and plants grown in the college and hostel/canteen premises.

#### **e-waste management**

There is an organized collection and disposal of e-waste. Outdated computers and/or their parts are sold to computer recycling firms.

#### **Any other**

- Students are educated to be environmentally conscious and responsible:
  - T.Y. B.Sc. students visited Don Bosco, Karjat (2012-2013 academic year), where they learnt how the institution reused/recycled everything resulting in zero waste. They were also shown how simple technology was being used to modify gadgets and make them more eco-friendly.
  - The students of the college, under the supervision of the Social Service Committee, were involved with beach cleaning after Ganpati idol immersions.
  - Students have worked on topics related to environmental conservation during the course. M.Sc. (TFT) students have completed dissertations on environmental issues and have even won awards.
    - Ms Jignasa Shah presented a poster and received the Best Oral Paper Award for the paper entitled ‘Eco-friendly printing techniques for fashion fabrics in a small scale industry’, based on Ph.D. work under the guidance of Dr. E. Dedhia on 5th April 2013 “A Way of Life Green Fashion Conference” on a National Level held at the Lalit Andheri Mumbai. <http://www.dystar.com/Article.cfm?AID=94>
    - Ms Jinal Shah received the Best Poster Paper Award for her paper entitled ‘Khadi a fabric for social justice and sustainability’ based on Ph.D. work under the guidance of Dr. E. Dedhia at the Consortium of Green Fashion national award on 5th April, 2013 “A Way of Life Green Fashion Conference” on a National Level held at the Lalit Andheri Mumbai. <http://www.dystar.com/Article.cfm?AID=94>

7.5 Whether environmental audit was conducted?      Yes       No

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

#### **SWOC Analysis: Strengths**

- Dedicated to women’s education.
- Only Home Science College affiliated to the University of Mumbai
- Home Science is a multidisciplinary and interdisciplinary field; the curriculum which is life-oriented, community-oriented, and career-oriented is especially relevant for the comprehensive development of women.

- We enjoy default academic autonomy which allows us to design our Home Science curricula at all levels (following due procedures).
- Innovative, learner-centred, participatory teaching-learning methods employed regularly at all levels.
- Focus on development of entrepreneurial skills among students.
- Engagement in new initiatives such as exchange programs with foreign universities.
- High quality relationships among teachers and students.
- Rotational leadership of Faculty as HOSs, Coordinators /Convenors of College Cells and committees.
- Strong institute-industry linkage with collaboration for research and student placements.
- Multiple enrichment programmes and activities for students (e.g., visits to the industry, agencies/organisations; seminars/conferences/workshops; availability of outside experts in varied fields) because of our location in Mumbai.
- We develop social responsibility in the staff and students through extension activities.
- Regular staff development activities for teaching, nonteaching, and administrative staff.
- Hardworking, creative, and responsible students capable of facing challenges and meeting deadlines.
- Dynamic, qualified team of teachers, many of whom are recognised nationally and internationally as experts in their field.
- Almost all of the faculty have been recognised for postgraduate teaching (22 out of 27); many are PhD guides (10 out of 27); faculty are also appointed on Boards of Studies of multiple universities/colleges.
- Students and teachers are open to feedback and change.
- Hygienic, well-ventilated, well-lit classrooms and laboratories.
- ICT-enabled classrooms with LCD projection systems allowing routine use of PPTs.
- Excellent space management.
- Participatory governance.
- Offers multiple leadership opportunities to staff and students.
- Dynamic leadership of Principal.

#### **SWOC Analysis: Weaknesses**

- Space constraints.
- Fund-raising through consultancy activities have to be strengthened.
- Potential donors to be contacted for augmenting the Corpus Fund.
- A six-day workweek is fatiguing for staff and students and interferes with a balanced life.

#### **SWOC Analysis: Opportunities**

- Prime location of the college in Mumbai, and particularly in South Mumbai, allowing sharing of resources across institutions.
- Multiple opportunities for student and faculty development through collaboration/ networking with other universities/ organisations, participation in national and international conferences.
- Start short-term certificate courses/ weekend courses for the public/ paramedics on: wellness/ dietetics/ general health/ cooking for therapeutic conditions/healthy aging.
- The Food Analysis Laboratory could also be used as a commercial facility and become a fund-raising facility.

#### **SWOC Analysis: Challenges**

- Balancing preparation for classes, classroom teaching, research, and other responsibilities.
- To extend our infrastructural facilities to meet new demands.
- To face the competition from professional institutions locally and internationally.

### **8. Plans of institution for next year**

The IQAC under the guidance of its Chairperson, Principal Dr. P. Machado and faculty of the college have chalked out plans for the academic year 2013-2014:

- Syllabus revision
- Preparing modules for choice based credit courses and inter-disciplinary BSc programme for the University of Mumbai
- To do a green audit of the campus
- To undertake a green campus initiative for identifying botanical, medicinal plants available in the campus.
- To formally set up Ethics Committee
- To increase linkages and collaborations with foreign universities
- To increase linkages with colleges affiliated to the University of Mumbai, research institutes and industries for research and other academic purposes.
- To undertake remodelling of classrooms and laboratories for maximum utilization of space
- To motivate staff for publications in peer-reviewed journals and text books

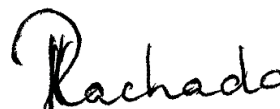
Name: **Dr. (Mrs.) Geeta Ibrahim**



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*Signature of the Coordinator, IQAC*

Name: **Dr. (Ms.) Perpetua Machado**



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*Signature of the Chairperson, IQAC*

## **Annexure I: Format for feedback**

Dear Students,

We have been very glad to have you with us at the College of Home Science, Nirmala Niketan. We are committed to serving you and future students in the best possible ways; therefore, we request you to complete this Form, honestly and whole- heartedly.

Please note that we are interested in your personal opinion. There are no right or wrong answers and it does not matter whether your answers are similar or dissimilar to those of others in your class. Your answers/ ratings will only be used to benefit students of the college. Your identity will remain confidential.

### **Personal Information**

|   |  |
|---|--|
| <b>Name</b>   |  |
| <b>Class (Level &amp; Specialisation)</b>                                   |  |
| <b>Month and Year of joining the college</b>                                |  |
| <b>Level at which joined the college (Junior college / F.Y.B.Sc., etc.)</b> |  |
| <b>Date of filling Exit Interview Form</b>                                  |  |

### **A. Please rate your degree of satisfaction with the Curriculum in the college:**

| <b>Sr.No</b> | <b>Items</b>  | <b>Very satisfied</b> | <b>Satisfied</b> | <b>Dissatisfied</b> | <b>Very Dissatisfied</b> | <b>Not applicable</b> |
|--------------|---|-----------------------|------------------|---------------------|--------------------------|-----------------------|
| 1            | Orientation Programmes  |                       |                  |                     |                          |                       |
| 2            | <b>Number of subjects at F.Y.B.Sc. Sem I and Sem II</b><br>Basic Nutrition<br>Food Science<br>Child Development<br>Adolescent Development<br>Fibre to Fabric<br>Psychology of Clothing<br>Children's Clothing |                       |                  |                     |                          |                       |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | Principles of Design<br>Consumer Education<br>Foundation course   |  |  |  |  |  |
| 3 | Content of theory subjects at F.Y.BSc.Sem 1 & Sem II (the content within each theory subject included at this level)<br><br>Basic Nutrition<br><br>Food Science<br><br>Child Development<br><br>Adolescent Development<br><br>Fibre to Fabric<br><br>Psychology of Clothing<br><br>Children's Clothing<br><br>Principles of Design<br><br>Consumer Education<br><br>Foundation course |  |  |  |  |  |
| 4 | Content of practical subjects at F.Y.B.SC.Sem I & Sem.II<br><br>Food Science<br><br>Children's Clothing<br><br>Principles of Design<br><br>Computer application (Value added)   |  |  |  |  |  |
| 5 | No of subj. At S.Y.BSc. Sem III & Sem IV<br><br>Meal Planning   |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | <p>Community Health</p> <p>Development in Adulthood</p> <p>Methods of Child, Adolescent &amp; Adult Study</p> <p>Textile &amp; Fashion Technology II – Textile Technology</p> <p>Traditional Indian Textiles &amp; Costumes</p> <p>Principles of Resource Management</p> <p>Applied Economics &amp; Personal Finance</p> <p>Foundation Course</p>  |  |  |  |  |  |
| 6 | <p>Content of theory subj. at S.Y.BSc. Sem III &amp; Sem IV</p> <p>Meal Planning</p> <p>Community Health</p> <p>Development in Adulthood</p> <p>Methods of Child, Adolescent &amp; Adult Study</p> <p>Textile &amp; Fashion Technology II – Textile Technology</p> <p>Traditional Indian Textiles &amp; Costumes</p> <p>Principles of Resource Management</p> <p>Applied Economics &amp; Personal Finance</p> <p>Foundation Course</p> |  |  |  |  |  |



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 7 | <p>Content of practical subjects at S.Y.BSc. Sem III &amp; Sem IV</p> <p>Nutrition &amp; Meal Planning</p> <p>Developmentally Appropriate Practice</p> <p>Textile Science &amp; Women's Clothing</p> <p>Computer Application II</p> <p>(Value Added)</p>   |  |  |  |  |  |
| 8 | <p>Content of theory subj. at MSc. Sem I &amp; Sem II</p> <p>M.Sc I (HOME SCIENCE)<br/>BRANCH I : FOODS,<br/>NUTRITION &amp; DIETETICS</p> <p>Nutritional Biochemistry</p> <p>Clinical Nutrition &amp; Therapeutic Dietetics – Paper I</p> <p>Food Science &amp; Processing</p> <p>Nutrition through life cycle</p> <p>Research Methods &amp; Statistics</p> <p>M. Sc. I (HOME SCIENCE)<br/>BRANCH II: HUMAN DEVELOPMENT</p> <p>Issues In Education</p> <p>Advanced Study of Theories of Human Behaviour and Development</p> <p>Organisational Behaviour</p> |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | <p>And Assessment</p> <p>Advanced Study of<br/>Counselling And<br/>Psychological Testing</p> <p>Research Methods And<br/>Statistics</p> <p>M. Sc. I (HOME SCIENCE)</p> <p><b>BRANCH III: TEXTILE AND<br/>FASHION TECHNOLOGY</b></p> <p>Global Marketing<br/>Merchandising &amp;<br/>Entrepreneurship</p> <p>Fiber Science</p> <p>Research Methods and<br/>Statistics</p>   |  |  |  |  |  |
| 9 | <p>Content of practical subjects</p> <p>MSc. Sem I &amp; Sem II</p> <p>M.Sc I (HOME SCIENCE)</p> <p><b>BRANCH I : FOODS, NUTRITION &amp;<br/>DIETETICS</b></p> <p>Food Science</p> <p>Biochemistry &amp; Food<br/>Analysis</p> <p>Practicum in Research<br/>Methods</p> <p><b>M. Sc. I (HOME SCIENCE)</b></p> <p><b>BRANCH II: HUMAN<br/>DEVELOPMENT</b></p> <p>ECCE Practicum</p> <p>Counselling Practicum</p> <p>Psychological Testing</p> |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | Practicum<br>Practicum in Research Methods<br><b>M. Sc. I (HOME SCIENCE)</b><br><b>BRANCH III: TEXTILE AND FASHION TECHNOLOGY</b><br>Physical and Chemical Textile Testing<br>Apparel Design and Production (Paper I)- Woven<br>Pattern Making and Grading<br>Fashion Illustration<br>Practicum in Research Methods |  |  |  |  |  |
| 12 | Educational visits  |  |  |  |  |  |
| 13 | Educational Trips/Tours   |  |  |  |  |  |
| 14 | Block placement/ Rural camp/Extension activities  |  |  |  |  |  |
| 15 | Value-Added Courses   |  |  |  |  |  |
| 16 | Overall satisfaction with curriculum in the college   |  |  |  |  |  |

**Curriculum in the college: Comments or suggestions**

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C. Please rate your degree of satisfaction with the **Co- Curricular and Extra – Curricular Activities** in the college.

| Sr.No | Items  | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------|--|----------------|-----------|--------------|-------------------|
| 1     | Interaction with Resource Persons  |                |           |              |                   |
| 2     | Informative talks, sessions and workshops  |                |           |              |                   |
| 3     | Celebrations of Independence Day, Teacher's Day etc.                                   |                |           |              |                   |
| 4     | College week & Nirmal Utsav  |                |           |              |                   |
| 5     | Other cultural activities.   |                |           |              |                   |
| 6     | Literary events- e.g. poetry writing, essay competitions                               |                |           |              |                   |
| 7     | College Magazine as a platform for creative expressions                                |                |           |              |                   |
| 8     | Sports Day   |                |           |              |                   |
| 9     | Other Sports Facilities  |                |           |              |                   |
| 10    | Picnics  |                |           |              |                   |
| 11    | Excursions   |                |           |              |                   |
| 12    | Support for participation in intercollegiate cultural events                           |                |           |              |                   |
| 13    | Support for participation in intercollegiate academic events                           |                |           |              |                   |
| 14    | Overall satisfaction with co-curricular and extracurricular activities in the college. |                |           |              |                   |

**Co- Curricular and Extra –Curricular Activities in the college: Comment or Suggestions**

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**D. Participation in college committees.**

Were you a member of any committee in the college (e.g., Student Council, Cultural Committee, Magazine Committee, Social Service Committee, Inter Faith Committee, Women’s Development Cell, and Library, any other)?

\_\_\_\_\_

Which committee and in which year? \_\_\_\_\_ -

Nature of Participation: \_\_\_\_\_

Please rate your degree of satisfaction with this committee.

| Sr.No | Items: Name of committee or club: | Year | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------|-----------------------------------|------|----------------|-----------|--------------|-------------------|
| 1     |                                   |      |                |           |              |                   |
| 2     |                                   |      |                |           |              |                   |
| 3     |                                   |      |                |           |              |                   |

**Committee or club in the college: Comment or Suggestions**

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**E. Please rate your degree of satisfaction with the following Services and Facilities in the college:**

| Sr.No | Items   | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------|---|----------------|-----------|--------------|-------------------|
| 1     | Support from the class coordinator                    |                |           |              |                   |
| 2     | Mentoring services                                    |                |           |              |                   |
| 3     | Counselling centre/Personal growth centre             |                |           |              |                   |
| 4     | Remedial teaching and coaching                        |                |           |              |                   |
| 5     | Employment Placement cell Services                    |                |           |              |                   |
| 6     | Other assistance with regards to further studies/jobs |                |           |              |                   |
| 7     | Parent orientation and other activities for parents   |                |           |              |                   |
| 8     | Grievance redressal                                   |                |           |              |                   |
| 9     | Laboratories  |                |           |              |                   |
| 10    | Library   |                |           |              |                   |
| 11    | Cafeteria   |                |           |              |                   |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 12 | Cybercafé   |  |  |  |  |
| 13 | Diet counselling Centre   |  |  |  |  |
| 14 | Classroom Facilities  |  |  |  |  |
| 15 | Student common room   |  |  |  |  |
| 16 | Washroom/ Toilets   |  |  |  |  |
| 17 | Drinking water  |  |  |  |  |
| 18 | Prayer room/Prayer area   |  |  |  |  |
| 19 | Assistance if unwell in college                                   |  |  |  |  |
| 20 | Hostel  |  |  |  |  |
| 21 | Maintenance of college facilities                                 |  |  |  |  |
| 22 | Cleanliness and Hygiene   |  |  |  |  |
| 23 | Overall satisfaction with services and facilities in the college. |  |  |  |  |

**Services and Facilities in the college: Comments or Suggestions**

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**F. Please rate your degree of satisfaction with the following Overall Features of the Education in the college:**

| Sr.No | Items  | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------|--|----------------|-----------|--------------|-------------------|
| 1     | Relevance of the college education to the world of work/ to careers                      |                |           |              |                   |
| 2     | Relevance of the college education in bringing about positive personal growth.           |                |           |              |                   |
| 3     | Relevance of the college education in current Indian Society                             |                |           |              |                   |
| 4     | Global relevance in the college education  |                |           |              |                   |
| 5     | Support received for clarity about the scope of the field in which you are specialising. |                |           |              |                   |

**Overall Features of the Education in the college: Comment or Suggestions:**

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**G .Please rates the degree to which you have developed each of the following Values as a result of participation in this college as a student:**

| Sr.No | Items  | Very satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|-------|--|----------------|-----------|--------------|-------------------|
| 1     | Commitment to the excellence   |                |           |              |                   |
| 2     | Honesty  |                |           |              |                   |
| 3     | Respect for self   |                |           |              |                   |
| 4     | Respect for others   |                |           |              |                   |
| 5     | Service- extending one's material and nonmaterial resources to assist those in less favoured positions |                |           |              |                   |
| 6     | Responsibility as an individual and as a team member   |                |           |              |                   |
|       | Any other (please specify)   |                |           |              |                   |

**Value- Inculcate in the college: Comment or Suggestions:**

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**1. Please write suggestions that will help benefits the students of the college:**

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**J. What other services/facilities would you like as a student of the college?**

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**Thank You for Your Honest and Thoughtful Responses**

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**Annexure II: Calender of Events (2012-2013)**

| <b>Date</b>                         | <b>Day</b> | <b>Events</b>   |
|-------------------------------------|------------|---|
| <b><i>June 2012</i></b>             |            |   |
| 11 <sup>th</sup>                    | Monday     | Senior College reopens  |
| 12 <sup>th</sup>                    | Tuesday    | Library Orientation for F.Y.B.Sc  |
| 13 <sup>th</sup>                    | Wednesday  | Orientation for F.Y.B.Sc students and S.Y.B.Sc students   |
| 14 <sup>th</sup>                    | Thursday   | F.Y.B.Sc and S.Y.B.Sc classes commence  |
| 18 <sup>th</sup>                    | Monday     | Junior College reopens<br>Workshop on 'Meditative Techniques' for staff   |
| 19 <sup>th</sup>                    | Tuesday    | Entrance exam for <ul style="list-style-type: none"> <li>• Food Processing and Preservation</li> <li>• Sports Nutrition</li> </ul> Classes commence for S.Y.J.C   |
| 20 <sup>th</sup>                    | Wednesday  | Entrance exam for <ul style="list-style-type: none"> <li>• M.Sc I - Human Development</li> <li>• PG Diploma in Applied Nutrition and Dietetics</li> </ul> T.Y.B.Sc Orientation  |
| 22 <sup>nd</sup>                    | Friday     | M.Sc I Foods, Nutrition and Dietetics Entrance Exam   |
| 22 <sup>nd</sup>                    | Friday     | Admissions open for F.Y.J.C   |
| 30 <sup>th</sup>                    | Saturday   | Orientation for parents of S.Y.B.Sc students  |
| <b><i>July 2012</i></b>             |            |   |
| 2 <sup>nd</sup> -7 <sup>th</sup>    | Mon- Sat   | Class Representative and Assistant Class Representative Elections (Student's Council)   |
| 5 <sup>th</sup>                     | Thursday   | Classes commence for M.Sc I   |
| 7 <sup>th</sup>                     | Saturday   | Orientation for parents of F.Y.B.Sc students  |
| 9 <sup>th</sup>                     | Monday     | Orientation for parents of F.Y.J.C students   |
| 9 <sup>th</sup>                     | Monday     | Commencement of value added courses   |
| 11 <sup>th</sup>                    | Wednesday  | Orientation for students of F.Y.J.C   |
| 12 <sup>th</sup>                    | Thursday   | Classes commence for F.Y.J.C  |
| 2 <sup>nd</sup> week                | Mon-Sat    | Orientation and classes commence for <ul style="list-style-type: none"> <li>• PG Diploma in Dietetics and Applied Nutrition</li> <li>• M.Sc - Sports Nutrition</li> <li>• M.Sc - Food Processing and Preservation</li> <li>• Nutrition for Exercise and Fitness (Value added course)</li> </ul> |
| 19 <sup>th</sup>                    | Thursday   | Talk on 'Safety with LPG usage' (Women's Development Cell)  |
| 21 <sup>st</sup>                    | Saturday   | Election of College Secretary (Student's Council)   |
| 24 <sup>th</sup>                    | Tuesday    | Inaugural Prayer Service (Interfaith Committee)   |
| 30 <sup>th</sup>                    | Monday     | Workshop on 'Friendship' for F.Y.J.C  |
| <b><i>August 2012</i></b>           |            |   |
| 1 <sup>st</sup> - 7 <sup>th</sup>   | Wed - Tues | Breast Feeding week (CRM)   |
| 1 <sup>st</sup> - 7 <sup>th</sup>   | Wed - Tues | Rakhi making competition (Interfaith Committee)   |
| 4 <sup>th</sup>                     | Saturday   | Fresher's get together (Student's Council)  |
| 6 <sup>th</sup> - 11 <sup>th</sup>  | Mon- Sat   | Independence day card making competition (Interfaith Committee)   |
| 6 <sup>th</sup> - 11 <sup>th</sup>  | Mon- Sat   | Class-wise quiz contest (Magazine committee)  |
| 11 <sup>th</sup> & 12 <sup>th</sup> | Sat & Sun  | Leadership training overnight camp for Student Council and Executive council members (Student's Council)  |
| 13 <sup>th</sup> - 18 <sup>th</sup> | Mon- Sat   | Programme on 'Personal Hygiene' (Women's Development Cell)  |
| 13 <sup>th</sup> & 14 <sup>th</sup> | Tuesday    | Independence day T-shirt and Poster making competition (Cultural Committee)   |
| 14 <sup>th</sup>                    | Tuesday    | Programme commemorating India's Independence (Student's Council)  |

|                                     |            |  |
|-------------------------------------|------------|--|
| 20 <sup>th</sup> - 25 <sup>th</sup> | Mon- Sat   | Ramzan quiz (Interfaith Committee)   |
| 21 <sup>st</sup> - 25 <sup>th</sup> | Tues - Sat | I Unit Test for Students of Junior College   |
| 27 <sup>th</sup> - 31 <sup>st</sup> | Mon- Fri   | Class-wise quiz contest (Magazine Committee)   |
|                                     |            | Workshops organized by Department of Human Development   |
|                                     |            | Newspaper drive and sale of goods made by students (CRM)   |
|                                     |            | Inter-religious Prayer service (Interfaith Committee)  |
| <b>September 2012</b>               |            |  |
| 1 <sup>st</sup>                     | Saturday   | Staff and students' picnic (Student's Council)   |
| 1 <sup>st</sup> -5 <sup>th</sup>    | Sat - Wed  | Nutrition week celebration (FND)   |
| 1 <sup>st</sup> -8 <sup>th</sup>    | Sat - Sat  | Visit to Mount Basilica (Interfaith Committee)   |
| 5 <sup>th</sup>                     | Wednesday  | Teachers' day celebration (Students' Council)  |
| 10 <sup>th</sup> -15 <sup>th</sup>  | Mon- Sat   | Class-wise Story-Writing contest (Magazine Committee)  |
| 17 <sup>th</sup> -22 <sup>nd</sup>  | Mon- Sat   | 'Fun Fest' for women from Support Staff's families<br>(Women's Development Cell)   |
| 25 <sup>th</sup>                    | Tuesday    | Workshop on 'Parent-child Relationship' for students of F.Y.J.C  |
| 27 <sup>th</sup> - 29 <sup>th</sup> | Thurs-Sat  | Joy of giving celebration (Interfaith Committee)   |
| 30 <sup>th</sup>                    | Sunday     | Beach cleaning after Ganesh Visarjan (Social Service Committee)  |
|                                     |            | Workshops organized by Department of Human Development   |
|                                     |            | Restaurant and Annual Exhibition (CRM)   |
|                                     |            | Talk on Communal Harmony (Tentative) (Interfaith Committee)  |
| <b>October 2012</b>                 |            |  |
| 1 <sup>st</sup>                     | Monday     | Joy of giving celebration (Interfaith Committee)   |
| 11 <sup>th</sup>                    | Thursday   | Commencement of Junior and Senior college semester end/ terminal examinations  |
| 22 <sup>nd</sup>                    | Monday     | Dandiya Ras (Cultural Committee)   |
| 23 <sup>rd</sup>                    | Tuesday    | Bio trip by Junior college students to Maharashtra National Park (Tentative)   |
| 25 <sup>th</sup>                    | Thursday   | Interclass dance competition (1 <sup>st</sup> audition)(Cultural Committee)  |
|                                     |            | Workshop on 'Professional skills' for T.Y.B.Sc and M.Sc II<br>(Employment placement Cell)                                      |
| 27 <sup>th</sup>                    | Saturday   | Last working day for I Term  |
| <b>November 2012</b>                |            |  |
| 19 <sup>th</sup>                    | Monday     | College reopens for II term  |
| 27 <sup>th</sup>                    | Tuesday    | Sports Day (Tentative) (Sports Committee)  |
|                                     |            | Seminar on 'Entrepreneurial Opportunities in CRM'  |
|                                     |            | Eye camp/Medical camp (Tentative) (Sports Committee)   |
|                                     |            | Workshop on 'Stress Management' for Junior college students<br>Seminar on 'Malpractice' for Junior college students            |
| <b>December 2012</b>                |            |  |
| 1 <sup>st</sup>                     | Saturday   | Sports day (Tentative) (Sports Committee)  |
| 1 <sup>st</sup> -7 <sup>th</sup>    | Sat- Fri   | Buddy game(Interfaith Committee)   |
| 1 <sup>st</sup> -7 <sup>th</sup>    | Sat- Fri   | Cake decoration competition(Interfaith Committee)  |
| 8 <sup>th</sup>                     | Saturday   | Institute day  |
| 20 <sup>th</sup> -21 <sup>st</sup>  | Thurs& Fri | College day  |
| 22 <sup>nd</sup> /24 <sup>th</sup>  | Sat/Mon    | Christmas celebration) (Interfaith Committee)  |
|                                     |            | Workshop on 'Book Keeping and Accounting' (CRM)  |
|                                     |            | Talk on 'Communal Harmony' (Tentative) (Interfaith Committee)  |
| <b>January 2013</b>                 |            |  |
| 10 <sup>th</sup> -12 <sup>th</sup>  | Thurs- Sat | International Conference on 'Enhancing Health, well-being and Sustainability: Opportunities, Challenges and Future Directions' |
| 15 <sup>th</sup> - 23 <sup>rd</sup> | Tues-Wed   | II Unit Test for F.Y.J.C<br>Prelim Examination for S.Y.J.C   |
|                                     |            | Workshop on 'Product Development and Launching' (CRM)  |

| <b><i>February 2013</i></b>          |          |   |
|--------------------------------------|----------|---|
| <b>1<sup>st</sup> week</b>           |          | Board Exam for S.Y.J.C students commences   |
|                                      |          | Mela/Bal Utsav (HD)   |
|                                      |          | CV writing workshop for T.Y.B.Sc and M.Sc II (Employment placement Cell)  |
|                                      |          | Elders' Day Out (Social Service Committee)  |
| <b><i>March 2013</i></b>             |          |   |
| <b>2<sup>nd</sup>/9<sup>th</sup></b> | Saturday | Campus Interview (Employment placement Cell)  |
| <b>8<sup>th</sup></b>                | Friday   | Celebration of International Women's Day (Women's' Development Cell)  |
| <b>21<sup>st</sup> onwards</b>       |          | Final examination for F.Y.J.C   |
| <b><i>April 2013</i></b>             |          |   |
| <b>2<sup>nd</sup> week</b>           |          | Semester end and Final exams for senior college   |
|                                      |          | Interfaith Camp (Interfaith Committee)  |
|                                      |          | Workshop on Personality Development (Junior College Students)<br>Seminar on Disaster Management (Junior College Students) |
| <b>30<sup>th</sup></b>               | Tuesday  | College closes for summer vacation  |

## **ANNEXURE III: Details of the two best practices of the Institution**

### **The Practice: Selected Examples in Detail**

#### **FY BSc/SY BSc Theory Subjects (class size: 60-90 students)**

- Foundation Course (Theory, FY BSc, General): Students are sensitised towards the needs of workers employed in their homes. Under guidance, they interview the maids who work in their homes and learn about the differences in their own and their maids' life circumstances and needs.
- Adolescent Development (Theory, FY BSc, Human Development): Discussion of reality shows like "Parvarish" which has a theme of adolescence, while explaining various topics related to adolescence; discussion of movies such as *3 Idiots*, *Udaan*.  
Relating different theories to the students' own experiences with family and peers, and the problems faced by them; providing a platform for students to share their experiences and what they are going through.  
The teacher role-plays various vignettes as an illustration of concepts (e.g., gender differences in walking, holding a book, talking; desirable and undesirable feminine qualities; emotional competence). For example, each of the emotional competencies was role played with adolescent characters, embedded in an easy-to-relate-to situation. Students could correctly identify each of the emotional competencies (e.g., recognition/ awareness of own emotions).  
Use of short exercises (e.g., each student rated self on a 10-point scale of femininity and likewise for masculinity; each student listed what it meant to be feminine and what it meant to be masculine); followed by discussion and explanation.  
Use of guessing games.  
Use of interesting images and cartoons on PPT slides to invite reflection and discussion
- Consumer Education (Theory, FY BSc, Community Resource Management): Students are shown advertisements in class through the FLV/VLC player, and are guided in analysing whether the advertisement is misleading consumers with special reference to the Consumer Protection Act, Drugs and Magic Remedies Act, Monopolies and Restrictive Trade Practices Act etc.  
Newspaper and magazine articles are discussed in class with respect to the content, rights of the consumer, and redressal process if any.  
"What's the Right?" Sessions: Situations are discussed with students who then analyse which consumer right is violated, and whether under the Consumer Protection Act 1986 that grievance can be redressed.  
Students are motivated to collect and bring samples of fake/replica products such as bottled drinking water, chocolates, coconut oil, cosmetic brands etc. to class and the labels are compared with those of the original brands.
- Principles of Design (Theory, FY BSc, Community Resource Management): Students are shown pictures on PPT slides and are asked to analyse the pictures based on the topic being discussed. For example, if the topic being discussed is *rhythm*, they are asked to analyse whether the rhythm shown in the picture is too much or too little based on the type of room. Suggestions are invited for possible changes in the design composition used in the room.
- Development in Adulthood (Theory, SY BSc, Human Development): For the topic of social development/family development in adulthood, film clippings and documentaries have been used (e.g., Nick Vujicic, Abby & Brittany Hensley-Joined for Life, Satyamev Jayate).  
Students attitudes towards the elderly were ascertained through a quiz; this was followed by the topic on "ageism".  
Students' involvement in the lives of their grandparents was assessed through a quiz ( eg; What is your grandmother's favourite food item, what is your grandfather's shoe size)  
Students were helped to relate what they have studied in the textbook with their own real life experiences in relation to their grandparents.  
In the topic on health in adulthood, students were helped to assess their risk of developing certain medical conditions (e.g., osteoporosis) through a brief checklist.

- Traditional Indian Textiles and Costumes (Theory, SY BSc, Textile and Fashion Technology): Recent articles from the *Apparel* magazine were collected and discussed, giving students the current scenario of traditional textile crafts. Videos were used to explain the working of artisans in craft centres, manufacture of traditional textiles, draping styles for traditional costumes. The teacher wore and brought traditional Indian textiles to class as samples for the students to understand the characteristics of traditional textiles (e.g., saris from different states, woven fabrics, shawls, embroidered and printed textiles). Students were guided in identifying and gathering traditional textiles from their homes and to creatively drape/exhibit them as part of a class project. Sari draping sessions were conducted in class.
- Principles of Resource Management (Theory, SY BSc, Community Resource Management): Five different Hollywood/Bollywood movie clippings were shown and students had to discuss the style of leadership. Students were supported in brainstorming and discussing the advantages and disadvantages of the style. Students role-played different styles of leadership. Students were guided in analysing case studies from the industry. Games, puzzles, activities, exercises, management stories, short movies (FLV player) are also used. Quizzes, Q & A sessions, and focused listing have been used for revision.

#### **FY BSc/SY BSc Practicum Subjects (class size: 15-25 students)**

- Children's Clothing (Practical, FY BSc, Textile and Fashion Technology): Teaching, including demonstrations, is done in small groups (e.g., of 5) to ensure that each student understands the steps involved. Peer tutoring is used: Student with better stitching skills are identified through close observation who then take up the role of explaining simple stitching techniques again to the students who need more assistance.
- Nutrition & Meal Planning (Practical, SY BSc, Foods, Nutrition and Dietetics): Students are asked to get nutrient-rich recipes of high fibre, Vitamin A, iron, and protein of different communities. Of these, particular recipes are selected and cooked in class. It is also seen to that one serving will cost up to Rs 15. Students, therefore, study the dietary practices of different communities and learn the importance of selecting the best, yet low-cost ingredients.

#### **TY BSc Theory Subjects (class size: 28-38 students)**

- Counselling and Psychological Testing (Theory, TY BSc, Human Development): Eliciting idea generation and idea articulation by giving students 3-5 minutes of buzz-time when they can discuss their ideas with their bench partners followed by selected bench-groups sharing their idea in the large group; ensuring that each student gets opportunities to participate in class. The workshop method was used for some topics (e.g., play therapy; intelligence testing). The teacher read out transcripts of actual counselling sessions followed by supporting students in reflecting and sharing their insights about counselling. Resource person was called to teach about marital counselling and use actual case examples.
- Curriculum Planning (Theory, TY BSc, Human Development): A music and movement workshop is conducted by the course teacher who is also recognised as an expert (nationally) in Early Childhood Care and Education.
- Human Exceptionality (Theory, TY BSc, Human Development): Discussion of movies such as *Taare Zameen Par*, *My Name is Khan*, *Children of a Lesser God*, *At First Sight*, *I am Sam*, *A Beautiful Mind*. Discussion of reality shows on TV such as *Aapki Antra*, *Dance India Dance*, wherein children with disability participate.
- Family Relations and Family Welfare (Theory, TY BSc, Human Development): For the topic of spousal abuse, students' attention was drawn to the cyclical patterns of behaviour that

characterise the dyad of perpetrator and victim; this was followed by videos that illustrate these dysfunctional patterns of behaviour. Family violence awareness videos were also used to sensitise students to the gravity of the problem of domestic violence, and help them to identify the typical behaviours of an abuser, impact on victim/family members (including death). A real-life case illustration was presented of an acid-attack survivor from Mumbai.

- Residential Interior Design (Theory, TY BSc, Community Resource Management): Students are asked to conduct a market survey of the materials available in the market, collect samples, and submit the report. Students collect information on the brands, sizes, price etc. of the materials used in Interior Designing. This gives an in-depth, real-world, and up-to-date knowledge of the materials available for designing. The teacher supplements and discusses with students the results of their market survey.
- Marketing Management and Entrepreneurship (Theory, TY BSc, Community Resource Management): Students are guided in organising a theme-based market, which requires prior planning of 3 months. This allows the students to apply a lot of the theoretical concepts that they learn in this theory class.
- Introduction to Ergonomics (Theory, TY BSc, Community Resource Management): Students are given opportunities to analyse designs ergonomically and are supported in brainstorming suggestions for improvement.  
Students are guided in making suggestions for ergonomically remodeling/redesigning spaces or furniture units such as study table, classroom, multi-purpose labs in college etc.  
Under guidance, students analyse bad designs such as a badly designed toothbrush, manhole, door placement in malls and other public areas etc.  
Students are taken on industry visits to help them identify the ergonomic best practices followed in the industry.
- Household Appliances (Theory, TY BSc, Community Resource Management): Students are guided in conducting a market survey of new gadgets such that they learn about the latest technologies in household appliances. The findings are presented in class in interactive sessions.

#### **TY BSc Practicum Subjects (class size: 14-19 students)**

- Food Analysis and Clinical Biochemistry (Practical, TY BSc, Foods, Nutrition and Dietetics): Students undergo individual training in microbiological techniques at the Microbiology Dept. of Jaihind College (certificate course of 15 hours). Visits are arranged for students to reputed analytical laboratories; resource persons are invited for demonstration of particular laboratory techniques.
- Administration of Schools and Other Human Development Agencies (Practical, TY BSc, Human Development): Visits were arranged for the students to schools of excellence in Mumbai.  
Had students take a virtual tour of a school of excellence, shared their YouTube videos, and had them review the school policies as stated on the school website in the practical class.  
Workshops were arranged for them, conducted by nationally and internationally acclaimed experts on topics such as Eurythmy (Waldorf Schools), NGOs.  
Students in small groups selected an NGO that they would like to visit in Mumbai. Students were supported in a step-by-step process: designing the observation and interview tool to be used for the visit; student presentations on the NGOs they would like to visit and why, feasibility; selection of NGO, procurement of formal consent, and the visit; student presentations (using creative means such as dramatisation/role play, PPT slides) on the outcome of their visit—sharing about their learning.  
Debates on school policies.
- Dyeing and Printing (Practical, TY BSc, Textile and Fashion Technology): Workshops were organised for students on Dabu Resist Technique and Leheriya (for example), conducted by national award-winning artisans.

### **MSc Theory Subjects (class size: 10-30 students)**

- Research Methods and Statistics (Theory, MSc1, 3 branches): Extensive use of discovery-learning and cooperative learning—Small-group exercises in which students build their knowledge step-by-step with careful guidance from the teacher; alternating between small-group and large-group instruction.  
Use of examples from the journals of each of the three disciplines—shared through PPT slides.  
Brief written quizzes individually answered by students using a closed-book format; feedback provided through inviting students to answer the quiz questions immediately afterwards using an open-book method.
- Food Science and Processing (Theory, MSc1, Foods, Nutrition and Dietetics): Visits to food processing units and food industries are arranged for the students in collaboration with AFST(I)-Mumbai Chapter.
- Issues in Education (Theory, MSc1, Human Development): Relevance of Dance Education was taught through a dance exercise in the classroom.  
Students also engaged in an exercise in Bibliotherapy (developing therapeutic stories for children).  
Students also presented about the lives and contributions of various visionary educationists (e.g., Mahatma Gandhi, Tarabai Modak, Rousseau, Maria Montessori) through a role play in which they dressed up and enacted as one of these visionary educationists.
- Advanced Study of Counselling and Psychological Testing (Theory, MSc1, Human Development): The skills in counseling are demonstrated to students.  
Workshops on Gestalt Therapy and Rational Emotive Behavioural Therapy were conducted for students.  
Sharing of counselling cases (without indicating the identity).  
A rapid round of questions is fired to ensure that students have mastered the concepts taught.
- Global Marketing Merchandizing and Entrepreneurship (Theory, MSc1, Textile and Fashion Technology): Different retail brands were assigned to students for extensive study through Internet browsing and creating and presenting a PPT on brand/company profile.  
Students were guided in organising visual displays to give hands-on experience in designing aesthetic and functional window displays.  
Case studies were used with discussion on trends in retailing.  
Newspaper clippings were used to illustrate fashion, marketing, and retail trends.
- Management—Manpower & Marketing (Theory, MSc2, Foods, Nutrition and Dietetics): Exercises and games were conducted with students on problem-solving, team spirit, and out-of-the-box thinking.
- Advances in Research in Human Development (Theory, MSc2, Human Development): Exemplary writings are selected by the teacher; readings are assigned for each class; in class, there is a guided discussion and teaching using the readings; students share what they liked/were inspired by/appreciated, read aloud any such segment from the readings, question/make comments/summarise; students are supported as they participate in short exercises in reading, abstracting, and writing in class.  
Inspirational, real-life stories were shared to illustrate the developmental principles of discontinuity, deceleration, transformation, and novelty. Students were also asked to come up with examples (which they did—e.g., King Ashoka after the Kalinga war).  
The teacher shared from the lives of C.G. Jung, Elizabeth Kübler Ross, Urie Bronfenbrenner, and Elias Howe to illustrate key ideas from Thomas Kuhn's thesis on the structure of scientific revolutions.  
Affirmation cards with attractive images have been used to illustrate principles in human development.
- Human Exceptionality and Psychological Disorders (Theory, MSc2, Human Development): Students were taught how to write snapshots of children with disabilities. Snapshots are descriptions of children with disabilities that highlight all their strengths and characteristics

other than their disability so that the reader gets to know them as individuals in their own right. The disability is indicated right at the end of the description.

Cases are read out to the students to get them to identify the symptoms and causes.

Students are helped to develop items/questions to tap the symptoms of specific psychological disorders.

Quizzes are conducted in fun ways to elicit whether they have mastered the topic.

Students are asked to share their insights at the end of the two-hour class.

- Advanced Family Studies (Theory, MSc2, Human Development): Use of Indian cinema to portray and help students reflect on and discuss special topics in the course (e.g., betrayal in marriage, marital sexuality, career-related conflicts among spouses): Students have been shown movies (or movie clippings) such as *Astitva* (2000, Director: Mahesh Mandrekar), *Kabhi Alvida Naa Kehna* (2006, Director: Karan Johar), *Ijaazat* (1987, Director: Gulzar), and *Abhimaan* (1973, Director: Hrishikesh Mukherjee).
- Textile and Garment Finishing (Theory, MSc2, Textile and Fashion Technology): Students were asked to think of products in regular use (e.g., ID card straps, mobile covers, mops) and to list the various finishes that could be applied to these products in order to improve the serviceability and durability of the products.
- Management and Business Administration (Theory, MSc2, Textile and Fashion Technology): Student viewed videos on management issues which was followed by discussion. Case study evaluation and discussion to understand various managerial perspectives.

#### **MSc Practicum Subjects (class size: 10 students)**

- Biochemistry and Food Analysis (Practical, MSc1, Foods, Nutrition and Dietetics): Demonstrations are organised for students at research laboratories of KEM Hospital, Bhabha Atomic Research Centre (BARC), Somaiya College, and Khalsa College. Experts (e.g., hematologists, microbiologists) are invited as resource persons to the college to demonstrate laboratory techniques.

**Note that the following are in repeated usage and therefore are not (necessarily) mentioned in the examples cited:**

- Graphic and text display on PPT slides
- You-tube videos
- Group discussions
- Role plays

The decision-making and organizational processes in the college are exemplary of decentralized participatory management. Decision-making processes are considerably decentralized in the college through demarcation into four specializations and the institution of various committees:

- **Demarcation into four specialisations**

There are four specialisations in the college (namely, the Nutrition-related, Human Development, Textile and Fashion Technology, and Community Resource Management). The three specialisations that are available from the BSc to the PhD level have an HOS (on rotation among senior-most faculty), and the fourth (i.e., Community Resource Management) has a Coordinator. The faculty of each specialisation takes the lead in designing the curriculum related to that specialisation, delivers the curriculum related to that specialisation, and plans/coordinates/organises activities and events for enriching the educational experience of the students. Students participate, provide feedback and inputs, and help in the decision-making processes by proffering valuable suggestions. Enrichment activities are organised for students along with their assistance so that they learn organisational skills and interact with professionals outside the college.

All relevant brainstorming/planning (curriculum design, curriculum delivery, special activities and events) is done at the specialization level and the principal makes suggestions/approves of the plans/drafts. These plans/drafts are also communicated/discussed in the teachers' meeting



where others can make suggestions. The specialization sees to the execution (curriculum delivery, special activities and events) with regular updates to the principal. The monitoring is overseen at two levels: specialization and principal. The evaluation is done by the specialization and discussed with the principal and in the teachers' meeting. (Curriculum design is routed from the specialisation/Principal through the Chairperson of the Ad Hoc BOS of Home Science, the Faculty of Science, and the Academic Council of the University of Mumbai.)

- **The 7 subcommittees of the IQAC/Also known as the 7 NAAC Committees** (with faculty, other staff, and student members)

A specially noteworthy and innovative strategy of decentralised participatory management in the college is that the IQAC expands into 7 subcommittees or 7 NAAC Committees, one for each NAAC criterion. This allows each faculty member (and other staff and students) to participate in the quality assurance activities/monitoring through the year as each faculty member is part of at least one such NAAC Committee. Whereas the convenor of each such committee is an IQAC member, all members of each subcommittee or NAAC Committee participate in the decision-making processes relevant to their criterion such as Infrastructure and Learning Resources or Student Support and Progression.

### **The Practice: Decentralised participatory management**

- **Formulation of Relevant Committees for Curricular Activities**

Each of the committees such as the Admission Committees, Examination Committee, Central Assessment Process and Unfair Means Committees, Grants Committee, Purchase Committee, Ethics Committee, Library Committee, and the Employment Placement Cell, with its convenor and members, makes/executes/evaluates decisions. This process occurs in coordination with periodic meetings with the Principal as well as sharing/soliciting of suggestions in the all-faculty meetings.

- **Formulation of Committees for Extra-Curricular Activities** (with faculty, other staff, and student members)

These committees include the Sports Committee, Cultural Committee, Social Service Committee, Magazine Committee, Interfaith Committee, and the Women's Development Cell; the Student Council is composed of the class representatives and assistant class representatives and has specially-assigned teachers who scaffold the leadership training of the Council members. Once again, decision-making processes occur at the level of the committee with approval/suggestions sought from the Principal/other faculty through special meetings/all-faculty meetings.

- **Ad Hoc committees for special events** such as seminars and conferences (with faculty and student members)

Decision-making and work distribution is regulated through these committees which have student members who are very active. These provide wide-ranging opportunities for boosting the leadership skills/event management skills/professional networking skills of staff and students.

- **Other Overall Committees: The Local Managing Committee, the IQAC**

The LMC and the IQAC are (also) platforms for generation of new plans and monitoring of plans already in place. The LMC has members from each of the specialisations such that it is well-linked with the decision-making at the level of the specialisation; the IQAC as already noted expands into the 7 NAAC Committees.

Moreover, multiple strategies are in place for capacity-building and leadership training among faculty and students:

- Teachers are playing multiple leadership roles in one capacity or the other (e.g., convenor of a committee, assistant coordinator) and participating in decision-making.

- ✓ Rotation of Conveners, Heads of the Specializations, and Coordinators
- A leadership training camp is arranged for the Student Council members each year.
- Student Council members have teachers specially assigned to support their leadership training in an ongoing manner through the academic year.
- Students are encouraged and supported by the teacher members of various committees in building leadership skills.

The following roles of the top Management and the Principal are aligned with participatory governance:

The governing body of the Nirmala Niketan Institute is the overall steward; at the college level, the Principal, who is also a Trustee member of the Management, is the chief steward. The governing body members are open to suggestions generated at the college level; they also ensure that the short-term and long-term plans and activities of the college are aligned with the DHM vision and the college vision. The principal plays the role of an effective leader by balancing authority and democratic principles in management.