



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		College of Home Science Nirmala Niketan
• Name of the Head of the institution	Dr. Geeta Ibrahim (Principal, Superannuated on 30.09.2021) & Dr. Anuradha J. Bakshi (I/C Principal 01.10.2021 onwards)	
• Designation	(1) Principal & (2) I/C Principal	
• Does the institution function from its own campus?	Yes	
• Phone no./Alternate phone no.	02222076503	
• Mobile no	9820699146	
• Registered e-mail	chscnirmalaniketan@gmail.com	
• Alternate e-mail	principal@nnchsc.edu.in	
• Address	College of Home Science Nirmala Niketan, 49 New Marine Lines	
• City/Town	Mumbai	
• State/UT	Maharashtra	
• Pin Code	400020	
<b>2.Institutional status</b>		
• Affiliated /Constituent	Affiliated	
• Type of Institution	Women	

• Location	<b>Urban</b>				
• Financial Status	<b>Grants-in aid</b>				
• Name of the Affiliating University	<b>University of Mumbai</b>				
• Name of the IQAC Coordinator	<b>Dr. Pratima Goyal</b>				
• Phone No.	<b>02222076503</b>				
• Alternate phone No.	<b>9820699146</b>				
• Mobile	<b>9892397098</b>				
• IQAC e-mail address	<b>iqacnewcycle2020@nnchsc.edu.in</b>				
• Alternate Email address	<b>pratimagoyal@nnchsc.edu.in</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/04/Aqar-1.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/04/Aqar-1.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://nirmalaniketan.com/wp-content/uploads/2024/07/Academic-Calendar-2021-2022.docx">https://nirmalaniketan.com/wp-content/uploads/2024/07/Academic-Calendar-2021-2022.docx</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B+</b>	<b>78</b>	<b>2003</b>	<b>21/03/2003</b>	<b>20/03/2008</b>
<b>Cycle 2</b>	<b>B</b>	<b>2.9</b>	<b>2009</b>	<b>15/06/2009</b>	<b>14/06/2014</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.1</b>	<b>2014</b>	<b>24/09/2014</b>	<b>23/09/2019</b>
<b>Cycle 4</b>	<b>A+</b>	<b>3.33</b>	<b>2021</b>	<b>05/10/2021</b>	<b>04/10/2026</b>
<b>6.Date of Establishment of IQAC</b>			<b>28/02/2005</b>		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>10</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>		No File Uploaded		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>The IQAC team oversaw the gradual opening of the college for blended classes October 2021 onwards; infrastructure availability/upgradation for blended mode (RUSA infrastructural grant); training of staff for using SMART classrooms; and scheduling, conducting, and monitoring a mix of blended, online and offline classes for various levels.</p>				
<p>The management, teaching and nonteaching staff worked cohesively, and facilitated students' powerful learning of knowledge and skills whilst ensuring a safe environment; all COVID-19 safety protocol were followed.</p>				
<p>The IQAC ensured that policy and action in the college contributed to the holistic support of students, academically, emotionally, and financially.</p>				

Training was provided to undergraduate students to appear for examinations using Mastersoft software. Examination schedules prescribed by University of Mumbai were followed for both the Summer and the Winter sessions in the Academic year 2021-22. ATKT examinations were also held for various classes and results were declared on time by the University of Mumbai

New value added /Diploma /Certificate courses that had been developed, were sent to the University of Mumbai, for affiliation.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Training of staff/students.	Various useful webinars and sessions in the college were planned and conducted on the latest topics of importance to students, staff and society by each of the departments.
Celebrations of important National events to be planned and executed	All the important National events were planned and executed by the different committees and departments.
DDC-Degree Distribution Ceremony to be conducted in offline mode once everything normalizes after Pandemic.	DDC-Degree Distribution Ceremony was conducted in offline mode.
Collaborations with Daughters of the Heart of Mary DHM Centres and NGOs.	Staff and students of all departments were involved in organizing extension work at various- Daughters of the Heart of Mary DHM Centres. Also NSS and DLLE students carried out activities in collaboration with other NGOs. Many online and offline need based sessions and workshops were conducted.
CDC term is over, so has to be reconstituted. Other committees to be reviewed.	Since the CDC term was over, it was reconstituted. Other committees were reviewed and constituted.

Study Tours to be conducted after everything normalizes after Pandemic.	Study Tours were conducted in and outside Mumbai dependent on the feasibility by all the departments.
To prepare for restarting of physical classes of students in the changing circumstances of Pandemic.	All protocols issued by the Government and the University of Mumbai were followed and the physical classes of students were restarted in hybrid and blended mode.
To organize events with special focus on sustainability.	Different departments and NSS trained the students with special focus on sustainability and also organized various events related to it.
Students to be involved in organizing events/activities so as to help them develop their soft skills.	Students took lead in organizing events/activities so that they could develop their soft skills under the mentorship of the teachers and guides.
To strengthen student support through need-based scholarships and collect funds for the same.	Monetary help and various resources were provided to the students through the teachers anonymously.
To continue to encourage scientific temper and innovation amongst students and staff. Research at undergraduate level to be encouraged.	Staff and students participated in Avishkar, AARYA, URJITA and other research related competitions and won prizes.
To support students for competitive National and State examinations.	Informal mentorship was given to the students who were interested in giving the Registered Dietitians (RD) examination, NET/SET and PET examinations.
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name	Date of meeting(s)
IQAC	28/07/2023

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022	01/02/2023

**15. Multidisciplinary / interdisciplinary**

The Home Science curriculum is inherently multidisciplinary as Home Science has under its purview the following distinct disciplines: 1. Foods, Nutrition and Dietetics, 2. Human Development, 3. Textile and Fashion Technology, and 4. Community Resource Management. The Science curricula across these four distinct areas of knowledge and practice are to do with (a) Food Science & Processing/Food Microbiology/Biochemistry/Clinical Nutrition & Dietetics/Public Health Nutrition/Sports Nutrition; (b) Developmental Science/Mental Health; (c) Textile Science/Textile Chemistry/Medical Textiles/Nanotextiles; (d) Occupational Health/Ergonomics. Each of these four disciplines, under the common overarching umbrella of Home Science, also cater to Design: (a) Food Product Development; (b) Designing curricula/ designing educational board games and toys; designing workshops for teacher training/youth development/other beneficiaries; (c) Designing fabric, fashion apparel, industrial clothing, accessories, home furnishings; (d) Designing Interiors and ergonomic workspaces. Likewise, entrepreneurial ventures are promoted across these four disciplines: (a) Catering startups including catering for clinical populations; (b) Activity centres; (c) Textile and fashion product development and merchandising; (d) Event management startups. The interface across these disciplines in Home Science is excellent: examples include Nutrition Education through Board Games, designing clothes for mentally challenged.

**16. Academic bank of credits (ABC):**

In the 2022-2023 academic year, the University of Mumbai (our parent university) made the facility of an ABC Identity available for all enrolled students. In 2021-2022, the Academic Bank of Credits identity was not available to the students.

**17. Skill development:**

Common and transferable skills taught to students include: presentation skills, interpersonal skills, intrapersonal skills (self-reflection), communication skills, analytical skills, problem-

solving skills, research skills, entrepreneurial skills (including marketing skills), design and creative skills, eco-sustainability skills, and extension education (service to community) skills. Home Science curriculum also promotes skill development specific to the following distinct disciplines: 1. Foods, Nutrition and Dietetics (e.g. diet and meal planning for clinical populations and for persons across the life span; recipe standardisation; food product development for clinical and community populations; skills in using food waste for product development); 2. Human Development (e.g. planning, executing and evaluating developmentally-appropriate activities for young children; designing workshops for beneficiaries across the life span); 3. Textile and Fashion Technology (e.g. designing, drafting, and constructing garments; dyeing and printing; weaving; identifying and testing ecofriendly dyes); and 4. Community Resource Management (e.g. front office management skills; workstation design skills; designing interiors; making marketable products using waste materials).

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Indian Knowledge systems are integrated into each of the four disciplines under the umbrella of Home Science in our college: 1. Foods, Nutrition and Dietetics (FND), 2. Human Development (HD), 3. Textile and Fashion Technology (TFT), and 4. Community Resource Management (CRM). For example in FND, students learn traditional Indian recipes, including those that are traditional in their own communities. In the HD curriculum there is a focus on Indian pioneers such as Tarabai Modak, and Indian philosophers/educationists such as J. Krishnamurti. In the TFT curriculum, students learn about traditional and historic Indian costumes/embroideries/ printing/dyeing; and also learn to make contemporary products using traditional Indian textiles/embellishments/printing. They interact and learn from mastercraftspersons/traditional artisans from multiple states of India. In the CRM syllabus, Indian principles/values of hospitality (Athithi Devo Bhavo) are included, Indian art and culture are part of the teaching aesthetics in design, and there is a focus on Indian historic and contemporary design in Interior Designing.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Describe the institutional initiatives to transform its curriculum towards Outcome-based Education (OBE) The institution uses the following multipronged strategies to deliver Outcome-Based Education: Alignment with the institution's vision and goals which are to deliver an education that is life, career and community

oriented. The curriculum and the teaching-learning processes stress on building a strong foundational knowledge base for extending and building specialised professional skills. Additionally practical learnings are enhanced through many Practical subjects as well as extra-mural/world-of-work experiences (e.g. internships, industrial visits). Life skills are imparted through training and student empowerment activities of various committees. The college prides itself on providing a robust experience in community service through NSS (FYBSc & SYBSc levels) as well as the subjects/practicals/necessary experiences at TYBSc/MSc levels. There are multiple activities of extension education, fieldwork and rural camps and various niche committees. Emphasis on enhancing the outcome of high value graduate attributes through teaching-learning and assessments: The Programme outcomes, the Programme specific outcomes and the Course outcomes are in place and available for access by all concerned stakeholders. The teaching-learning and assessment process uses all levels of Bloom's Taxonomy, covering knowledge, application, analysis, synthesis and evaluation. Teachers have been oriented in using Bloom's Taxonomy model in classroom teaching as well as in practical, projects, assignments, and assessment. The multiple pedagogical approaches like flipped classroom, case-based instruction, project-based learning, art-integrated learning, experiential learning, group discussions, brainstorming, role plays, are field-based learning (e.g. visits to industrial units, research labs and other institutes) are used for constructive learning and for the learner to co-create their learning to achieve learning goals. The graduating student has to find useful positions in the industry after their qualifications. In order to ensure this outcome, the institute provides both exposure to and opportunities for industry academia collaborations through seminars, workshops and special projects. The Employment Placement Cell also formalises the placement-related interactions for graduating students. Ability to envision and execute an entrepreneurial venture is a valuable graduate attribute and to facilitate this outcome, courses and practicals have been designed. Exposure to entrepreneurial possibilities are provided through interactions with entrepreneurs, including our alumni. The Institutional Innovation Council works to empower the students and to handhold them to develop a business plan and a prototype creation. The Employment Placement Cell of the college facilitates the procurement of jobs through campus interview and by providing touch points with employers through the year and even after the students have graduated. Explain the efforts made by the institution to capture the Outcome-based education in teaching and learning practices. The institution works to capture the outcome-based education in teaching and learning practices in many ways. The



students know that they are working towards a specific set of graduate attributes through the Programme and Course Outcomes that are shared with them. The assessment questions as well as the assignments are designed to cover the varied aspects of learning according to Bloom's Taxonomy. Practical classes and projects lend themselves to create an application, analytical and creation-based learning that will help in future employment prospects. The institution follows up the student progression to document further educational journeys as well as the employment procured and entrepreneurial ventures initiated. Describe any good practice/s of the institution pertaining to the Outcome-based education (OBE) in view of NEP 2020. There are some requisites of the NEP 2020 for outcome-based education that are already in place in the institution, given the unique nature of the Home science curriculum and the vision and goals of the institution. The curriculum strongly lends itself to skill-based learning. The education is holistic, with a creative combination of subjects addressing interdisciplinary aspects as well as addressing alternative strategies of problem-solving, a focus on Life skills - with inclusion of soft skills, management of intra and interpersonal issues, a spirit of collaboration, community and national contribution, and a stress on physical and mental wellbeing. The institution has the infrastructure for provision of blended education as the future of NEP will demand. The curriculum and the teaching learning has in place a problem-based and a project-based learning. Research skills are a strong component of our syllabus at all levels (FYBSc to PhD). IKS is already part of the Home Science curriculum.

#### **20.Distance education/online education:**

All MSc students are required to complete at least one SWAYAM course in their programme. MSc students typically complete other MOOC courses as well, such as those offered by COURSERA and other platforms. With the new skills acquired during the COVID-19 online educational context, this year as well, we have conducted many educational Webinars and arranged for students to interact with notable persons/experts/artisans from various parts of the country through Online Sessions and Online Workshops using the Zoom videoconferencing platform. In all departments, students also participated in online internships.

### **Extended Profile**

#### **1.Programme**

1.1

262

Number of courses offered by the institution across all programs during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2.Student</b>		
2.1 Number of students during the year		735
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		365
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.3 Number of outgoing/ final year students during the year		261
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>3.Academic</b>		
3.1 Number of full time teachers during the year		22
File Description	Documents	
Data Template	<a href="#">View File</a>	
3.2 Number of sanctioned posts during the year		28

File Description	Documents
Data Template	<a href="#">View File</a>

<b>4.Institution</b>	
4.1 Total number of Classrooms and Seminar halls	16
4.2 Total expenditure excluding salary during the year (INR in lakhs)	180.18
4.3 Total number of computers on campus for academic purposes	133

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curricular Planning and Implementation

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

The curriculum design aligned with the vision and mission of the institute includes community outreach, industry and real-world linkages, local and global relevance, research and entrepreneurship. A workplan was prepared by teachers specifying the teaching methods and topics to be covered in the time available for completion of the syllabus. Syllabus was made available to the learner for ready reference. The teaching-learning and evaluation process used the online, blended, hybrid and offline modes, as they evolved in the changing COVID-19 contexts. Webinars, guest lectures, innovative audio-visual aids, interactive live and application-based lectures, made the delivery of syllabus effective. Latest research and technology were incorporated at the micro level in classroom through discussion of current topics and conducting or enrolling students in seminars/ webinars on those topics as well as by facilitating online internships. We were decisively responsive to the new blended and hybrid modes of education, with the assistance of new technologies and infrastructure. Capacity building also included familiarizing the teachers with the various blended learning methods and e-Learning tools. Students and teachers used innovative technology to enable effective teaching and involved learning. Availability of various online and offline library resources assisted students to complete their assignments, research projects,

etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

### 1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Each department plans a calendar based on departmental/college goals for holistic student development, including supported as well as advanced learning, experiential learning, research/innovation, extension/community service, extracurricular activities; faculty development; alumni, industry and stakeholder interactions and institutional events. This is integrated into the calendar with semester terms and exams as stipulated by university (anticipated exam dates included initially are modified when university dates are announced). Calendar available on website is adhered to. Conduction of examinations and internal evaluation is as per university norms which prescribe only semester-end theory and practical exams for undergraduate programmes. (University examinations conducted for TYBSc, and college examinations conducted for FY/SY.)

Planned quizzes and projects form continuous internal evaluation at undergraduate level - as feedback for improvement, because no marks are allotted as per university rules. Continuous internal evaluation is based on advanced, experiential and practical applications for 40 marks for every 100 mark course at the master's level, in the form of projects, case study etc. This is completed as per calendar-stipulated semester terms. The dates of submission/presentation are part of the workplan and shared with students well in advance. The academic calendar was accomplished through the online, blended, hybrid and offline modes this year.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	Nil

### 1.1.3 - Teachers of the Institution participate in following activities related to curriculum

A. All of the above

**development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

7

File Description	Documents
Any additional information	<a href="#">View File</a>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

8

File Description	Documents
Any additional information	<a href="#">View File</a>
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

186

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

## 1.3 - Curriculum Enrichment

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

The curriculum is designed to help students build core human values, learn professional ethics and be sensitized to human rights and locally/globally relevant values. Foundation course of FYBSc and SYBSc focuses extensively on human rights, gender issues, sustainability and environment, with the aim of inculcating these values into the thought process of students.

Nutrition and Meal Planning focuses on good nutrition and a healthy lifestyle, Child and Adolescent Development on values such as not succumbing to negative peer pressure. Traditional Textiles builds strong appreciation for our country's cultural heritage as does the Practical in Meal Planning which focuses on traditional and lowcost recipes, and their adaptation in current diets. Professional ethics and values are covered under the course/subject on Management. At TYBSc level, the value of sustainability, community service and sensitization to issues of gender equality are dealt with intensively. All departments focus on entrepreneurship at the TY and postgraduate levels. Research work, fieldwork and internships help strengthen professional ethics. Sustainability-related research topics are frequent.

Women's Development Cell organizes sessions on sexual harassment issues and women's empowerment. The Interfaith Committee promotes religious harmony, health as a life value is handled by Diet Counselling Center, and Employment Placement Cell conducts sessions on professional values.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View File</a>

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

213

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View File</a>
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

710

File Description	Documents
Any additional information	<a href="#">View File</a>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

<b>1.4 - Feedback System</b>	
<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>A. All of the above</b>
<b>File Description</b>	<b>Documents</b>
URL for stakeholder feedback report	<b>Nil</b>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>A. Feedback collected, analyzed and action taken and feedback available on website</b>
<b>File Description</b>	<b>Documents</b>
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<b>Nil</b>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment Number Number of students admitted during the year</b>	
<b>2.1.1.1 - Number of students admitted during the year</b>	
<b>300</b>	
<b>File Description</b>	<b>Documents</b>
Any additional information	<b>No File Uploaded</b>
Institutional data in prescribed format	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of</b>	



supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

147

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Students' learning levels are noted by entry level grades. Performance in theory and practical courses are evaluated to design special coaching sessions to bridge the gap between slow and advanced learners. Bridge course, Orientation programmes/Induction programmes are organized by the college and departments.

Additional classes were conducted for slow learners, those who missed classes due to technical difficulties via MS Teams, Zoom and WhatsApp video calling/challenges in understanding. Mentoring, personal counselling bilingual explanation, peer tutoring with help of advanced learners are used to support slow learners.

Simple soft copies of lecture notes/course materials are provided to slow learners; advanced and additional learning and reference material, complex dissertation topics and projects to advanced learners.

Advanced learners are encouraged to enrol in MOOC Courses - Swayam/Coursera

Organisational and leadership qualities are honed through organising events and competitions. Advanced learners are given intra and intercollegiate opportunities to participate and present papers in various Webinars/ Conferences/Workshops/Inter-Collegiate Competitions like Aavishkar and Udaan.

Academic achievements are recognized, rank holders in the University Examination are honored with scholarships, certificates and medals on Degree Distribution Day.

The above were followed through the following modes of teaching due to the Pandemic - completely online, hybrid, blended and offline modes.

File Description	Documents
Paste link for additional information	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/07/MOOC-COMPLETION-CERTIFICATES.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/07/MOOC-COMPLETION-CERTIFICATES.pdf</a>
Upload any additional information	No File Uploaded

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
735	22

File Description	Documents
Any additional information	<a href="#">View File</a>

## 2.3 - Teaching- Learning Process

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

Student-centric approach is used to move students from passive recipients to active, engaged, skilled and proficient learners.

Course and programme outcomes help students set and monitor their own learning goals.

Student-centric modes of learning were used in all phases of pandemic: completely online, blended mode (using licenced Microsoft Teams Software), hybrid, and offline modes. Graduating TYBSc classes and postgraduate students were provided blended/offline education, SYBSc students were provided blended/offline and hybrid modes; FYBSc students were provided online theory, and hybrid for Practicals.

Virtual and real-time Industrial Visits, study tours, rural camps, extension and fieldwork experiences, projects and case studies provided experiential and participative learning.

Individual/group assignments and presentations motivate students to

work independently and in teams to help enhance confidence, overcome stage fear, develop oratory prowess, develop writing skills, inculcate an interest in research activities, and acquire experiential learning and problem-solving ability. Practical classes at various levels focus on creativity, innovation and entrepreneurship through product development and simulated markets. Discussions and debates on contemporary issues develop reasoning and analytical skills. Various value-added certificate and Diploma courses and seminars and workshops (online and offline) are offered for ability, generic and skill enhancement to prepare students for life.

Student Representatives serve as members on multiple committees like Student Council, Cultural Committee, IQAC, learning leadership skills and accountability.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ICT enabled tools have been used in all evolving teaching-learning methods in response to the changing COVID-19 context: completely online until 20-10-21, blended, hybrid and offline. In the online mode, interactive methods like quizzes/tests/viva, debates, group discussions, assignments, presentations, and research work were used, serviced by licenced Microsoft Teams.

For the blended mode, ICT-enabled smart classrooms (in six classrooms procured by with the RUSA 2.0 Infrastructure Grant) were used with secured Wi-Fi connection and LCD projectors permanently installed.

The faculty used multiple IT-enabled learning tools in online, blended and offline mode such as MS Office (PowerPoint animation enabled, Word, MS Excel), YouTube and other video clippings, provided learning material, quizzes, and written/video assignments.

Online drawing tools like concept maps, mind maps, were used to enable student-centric activities.

Some ICT tools used to transform the classroom environment into a more interactive, student centric, engaging and inclusive one were Padlet; Class Flow – collaborative cloud-based learning software to assess student learning; Mentimeter (Opinion polls and elections) , Clicker, Student Response System (SRS - which allows students to answer digital questions using a mobile device).

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	No File Uploaded

### 2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

#### 2.3.3.1 - Number of mentors

30

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View File</a>
Mentor/mentee ratio	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Number of full time teachers against sanctioned posts during the year

22

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	No File Uploaded

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)****2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

11

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="#">View File</a>

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)****2.4.3.1 - Total experience of full-time teachers**

22

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

As per University of Mumbai norms, formal internal assessment is followed only at PG level, meticulously done in all three phases of postgraduate teaching this year- online, blended and offline modes.

Transparency is assured in the following ways: Students are briefed on examination pattern during orientation programmes; university norms are communicated through college prospectus, university circulars; internal examination schedules and methods are displayed on college website. Internal assessments test students' ability to conceptualise, analyse, organise and create material on topics

covered in syllabus as well as allied topics that will contribute to comprehensive learning. For effective understanding of evaluation process, teachers provide class-wise/course-wise instructions about unique features of internal evaluation of that course. Changes in schedules/patterns/methods if any, as per university rules and circulars, are immediately notified to students through college website and through classroom briefing by the concerned subject teachers. Feedback is given with regards assignments as part of internal assessment to improve learning outcomes.

At the UG level, university norms do not prescribe formal internal assessment, quizzes/short tests/class exercises are used to provide feedback to the learner and the teacher about the quality of the teaching-learning process. Attendance and performance feedback is provided by subject teachers at periodic intervals for assessment of students' learning and progress.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

The internal examination related grievances received are few due to various pre-emptive measures adopted. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester (done in all phases of teaching - online, blended, hybrid and offline modes). The assessment test schedules are prepared as per the university and communicated to the students well in advance via WhatsApp and college website. To ensure proper conduct of formative tests, online exams were conducted using mock tests with sample questions and online proctoring; offline examinations with supervision. Students submit assignments, projects and performance feedback reports regularly. Student understanding/learning is assessed for every practical which includes regularity, quality performance, and timeliness in submitting the product. Independent learning and practical approach to real-time applications is tested by viva voce for practical courses.

In case of examination-related grievances, the grievance redressal

procedure is as directed by the University of Mumbai. Students are allowed to apply for photocopy and re-evaluation by paying necessary processing fee if dissatisfied with the evaluation. However, during conduction of the exam via online mode by MCQs, this facility was not utilised.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

In strict adherence with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are analysed by every department for concerned programmes.

The POs/PSOs of the programme are published on the college website <https://www.nirmalaniketan.com>.

The sample POs <https://nirmalaniketan.com/wp-content/uploads/2023/07/1.-POs-for-BSc-Home-Science-AB.pdf> and the sample COs <https://nirmalaniketan.com/wp-content/uploads/2023/05/Sample-Course-Outcomes-for-BSC-and-MSC-Programmes.pdf> are available on the website.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/07/1.-POs-for-BSc-Home-Science-AB.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/07/1.-POs-for-BSc-Home-Science-AB.pdf</a>
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The course outcomes are measured through syllabus, completion of syllabus, continuous internal evaluation (PG courses), setting

question papers, evaluation, reviewing results, and placement/life journeys and successes of our alumni.

Teachers attempt to complete the courses on time. Extra classes are conducted for learners who either want to explore a topic in greater depth or those who need greater support in comprehending content. University norms were followed (compassionate guidelines in view of the pandemic). Semester-end written examinations is held for every course and is graded. The question paper tests knowledge of every unit in the syllabus. Mock sessions were organized for exams; grievances were prevented and addressed when it occurred; and sample questions were also uploaded.

The institute also ensures the attainment of the POs, PSOs and Cos by:

- Preparing and adhering to the college calendar planned in the beginning of every academic year. At the same time, due to changing circumstances and uncertainty of the pandemic, we
- Adapted to alterations in University calendar and new circulars. All subject teachers prepared workplans to ensure a systematic delivery of TLE process.
- Employment Placement Cell takes review of the students to understand their career choice decisions so that it can assist in progression to Higher Studies and/or their employment Placement.
- Departments track their alumnae/alumni and interact with industry/employers to comprehend whether POs are being met.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

260



File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<https://nirmalaniketan.com/wp-content/uploads/2023/06/2.6-Student-Satisfaction-Survey.xlsx>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

**3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

**3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

**104 Lakhs**

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	<a href="#">View File</a>
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

**10**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

### 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

#### 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	<a href="#">View File</a>
Paste link to funding agency website	Nil

### 3.2 - Innovation Ecosystem

#### 3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institution's Innovation Council (IIC) under Ministry of Education focuses on creating an ecosystem to foster the culture of innovation and entrepreneurship development. The IIC motivates students to indulge into idea generation, design development process, prototyping and business model development. It also encourages and supports innovative students to take up their ideas and have their own start-ups and entrepreneurial ventures. In the Year 2021-22 competitive programs were conducted to foster innovation and entrepreneurship spirit. To accommodate the challenges faced by academic institutions, the Ministry of Education's Innovation Cell (MIC) has made certain provisions to allow us to conduct activities without compromising benefits for students. Most of the activities were arranged using online platforms. We were able to organize various talks, Webinars, workshops, fashion show, virtual visits, etc. to cover different topics such as design thinking, business model development, entrepreneurship, IPR, etc. Faculty of our council have also had the

opportunity to register as Innovation Ambassador and have attended training programs organized by MIC. Eg: Research topics at TY, MSc1, MSc2 and PhD levels are on socially-worthy issues where students won awards for their researches. Involvement in Department of Lifelong Learning and Extension (DLLE) activities by the students.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

#### 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

22

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.3 - Research Publications and Awards

#### 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

##### 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

3

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year****3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

19

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year****3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

8

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	<a href="#">View File</a>

**3.4 - Extension Activities**

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Faculty and students are actively engaged in conducting workshops, talks, demonstrations, skits, posters and has actively participated in various competitions and programmes with the aim to reach out to various underprivileged sections of the society .The institute helps students inculcate values of respect, commitment, and concern, as well as sensitizes students to the needs of others, especially of those less advantaged, and foster a service orientation. Students are motivated to identify the needs of a community and reach out to vulnerable groups through programmes including workshops, role/street plays, small group activities/games. This year, under teachers' guidance, students conducted online workshops with a wide range of beneficiaries on topics-nutrition education, menstrual hygiene, self-esteem, textile entrepreneurial skills, consumer

guidance and financial literacy. These activities were organized on online mode initially during the pandemic, then conducted on hybrid mode and then gradually phased into a fully in-person on field work. Each department ensures that students are sensitized to the needs of vulnerable groups and communities through extension activities. Extension through Department of Lifelong Learning and Extension, University of Mumbai: Community awareness programmes. Extension through NSS: Gender sensitization, trash/waste management, child sexual abuse - ensuring safe environments and healthy childhood, empathy, inclusion and diversity.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### **3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

#### **3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

### **3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

#### **3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

61

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<a href="#">View File</a>

### 3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

#### 3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

607

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

##### 3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

55

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of Collaborative activities with institutions/industries for research, Faculty	<a href="#">View File</a>

#### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

04

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	<a href="#">View File</a>

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

From June to September 2021 the teaching- learning was fully online, due to COVID-19 restrictions. The college made provision for online classes through licensed Microsoft Teams. An account was provided to each teacher and student to log into the virtual classroom. As per University guidelines, examinations were conducted online; the college contracted the licensed MasterSoft Software.

Then teaching - learning was Blended/Hybrid from October 2021 through January 2022 complying with Government /UoM notices, in a Phased manner.

TYBSc and MSc classes were started offline from 1st February 2022.

SYBSc was Blended as well as Hybrid. FYBSc was fully online.

The regular physical infrastructure was also augmented this year to meet evolving/changing needs:

1. Our regular infrastructure includes 8 regular classrooms of different sizes (having permanently installed LCD projectors and audio equipment) and 6 Smart Classrooms.

2. Laboratories: 4 Chemistry, 1 Instrument room, 1 Research, 2 Food, 3 Clothing, 1 Interior-Designing, 1 Computer-Laboratory, 2 Multipurpose

laboratories.

3. Additionally, there are: Audio-visual room, Hall and Garden area used for certain practicals that require larger open space.

Specific arrangements made as per COVID-19 Protocols:

- Sanitization of full college premises
- Smart Classrooms were used successfully
- Additionally, new equipment for conducting Blended/Hybrid classes were purchased (cameras, microphones, speakers)

Refer to files attached for details of the above.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The regular facilities provided by the college: Sports: Indoor games - Carrom, Chess, Badminton, and Table Tennis are conducted in the college hall, 1425 sq. ft. and the common room. 548.3 sq. ft. The backyard is used for Outdoor Games such as throw ball, badminton. Annual Sports Day is at the University Sports Ground. A 264 sq ft. Gymnasium with attached shower room, toilet and dressing room is available. The gymnasium is equipped with modern equipment- Treadmill, Cycle, Stepper, Flat Bench, Abs Exerciser, Dumb-bells, Ankle Weights, 4 Pad Multi-gym, Elliptical Trainer, step board, digital weighing scale, 4 exercise mats, and 2 exercise sticks. Also used as a laboratory for self-financed course (M.Sc. Sports Nutrition) and T.Y.B.Sc. Community Resource Management. Yoga: International Yoga Day is celebrated annually in 'Marie Adelaide de Cicé' hall Cultural Activities: College hall with seating capacity for 250 is used for cultural activities, College functions, Alumni meet, orientation programmes, seminars, conferences and workshops. It is fitted with sound system, digital screen (size 8' X 6'), LCD projector and computer.



During the pandemic, Sports Day, International Day of Yoga, Independence Day and Cultural activities (Marathi Bhasha Divas & College Day) were conducted through online mode through Microsoft Teams.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

16

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

##### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

34.78

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

#### 4.2 - Library as a Learning Resource

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

**Data requirement for year:**

- Name of ILMS software - iSLIM - cloud
- Nature of automation (fully or partially) - Fully Automated
- Version - 1.7.2.12577
- Year of Automation - 2009 (converted to cloud in 2021)

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://nirmala.slimkm.org/iSLIM/Main/Main.aspx">https://nirmala.slimkm.org/iSLIM/Main/Main.aspx</a>

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**
**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**
**12.3**

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)****4.2.4.1 - Number of teachers and students using library per day over last one year****4.19**

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	<a href="#">View File</a>

**4.3 - IT Infrastructure****4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

The college has 133 computers, students can access 48 computers other than those in classrooms. (Cyber has 35 desktops, 7 laptops, Library 9, NSS Room 1). The available bandwidth of internet connection is 50 MBPS Hathway line and two secondary TIKONA 50mbps line. Both are non-lease lines. The passwords for Wi-Fi are made available to the staff and students. The staffrooms have a separate Wi-Fi with router password which is made available only to the staff. The classrooms have LCD Projector with an output device and a Wi-Fi connection for internet access during lectures. The 7th floor staffroom has LAN facility. There is a full-time computer technician for the maintenance of IT Facilities. MIS is introduced to facilitate administrative work. The Wi-Fi was updated from MTNL to Hathway in the year 2018 ensuring smooth, steady and fast connectivity. Different software in line with the courses are: 1. "AUTOCAD" ID 2. MS office, Adobe Photoshop 3. CAD CAM Richpeace pattern making and design software 4. CorelDRAW and Web designing software 5. SPSS software 6. DietCal software for dietary assessment and planning 7. Library is using SLIM 21 software (Version- 3.5.0.33040) 8. Digital Printer

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

**4.3.2 - Number of Computers****133**

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	No File Uploaded

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

4.65

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

The Governing Body of the Management along with the Principal and the IQAC team decide the guidelines for overall development and accordingly frame policies based on guidelines of UGC, the State Government and the University of Mumbai. There are different committees to look into maintenance and other infrastructural facilities. Purchase Committee scrutinizes the proposal of fund utilization based on need and requirement to ensure optimal

utilization of funds allocated to the respective departments each academic year. The decision is finalized on the basis of quotations. Library Advisory Committee consists of Librarian as convener and faculty members nominated as members by the Principal. This committee meets to discuss the function, requirements, utilization of resources, distribution of funds and other matters pertaining to the library. The college maintains contract for annual maintenance of equipment used in laboratories and services such as lift, water sanitation and hygiene, and maintenance of fire extinguisher. There is a full-time computer technician for the maintenance of IT Facilities, and staff for various administrative and maintenance work. There are established procedures for using Microsoft Teams for conducting online lectures. College has contracted the services of MasterSoft for online examination process.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

32

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

#### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

28

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills  
Language and communication skills Life skills  
(Yoga, physical fitness, health and hygiene)  
ICT/computing skills**

A. All of the above

File Description	Documents
Link to Institutional website	<a href="https://nirmalaniketan.com/">https://nirmalaniketan.com/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

2

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

2

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<b>No File Uploaded</b>

## **5.2 - Student Progression**

### **5.2.1 - Number of placement of outgoing students during the year**

#### **5.2.1.1 - Number of outgoing students placed during the year**

**86**

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of student placement during the year (Data Template)	<a href="#">View File</a>

## 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

81

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of student progression to higher education	<a href="#">View File</a>

## 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

### 5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	<a href="#">View File</a>

## 5.3 - Student Participation and Activities

### 5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one)



during the year

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

0

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

The college in the year 2021-2022, had different committees and students were a part of each committee. Students played a major role in planning, organizing and conducting different co-curricular and extracurricular activities on their own as well as under the mentorship of the teachers. Events like AARYA (Intercollegiate research competition celebrated on the National Science Day, virtual mode); Paper presentations (16th Inter-collegiate/Institute/Department Avishkar Research Convention:2021-22); Competitions (Prolificious Protein Rich Salad Competitions); Webinars and workshops (Entrepreneurship In Foods and Nutrition (online); Towards Inclusion (offline); Technical Textiles and their Application; "Aarohan - Aspiring to Achieve"); Internship; Jamboree Haat and other Markets (Product making and sourcing with Entrepreneurial Skill development), are examples of the co-curricular activities organized by the staff and the students . Extra-curricular activities like commemoration of days of National importance like Independence day (virtual mode), Republic day (virtual mode), Marathi Bhasha Diwas (hybrid mode), Indoor sports (in person), Nirmal Utsav (hybrid mode), the cultural fest of the college was majorly organized by the students.

Year 2021-2022 continued with the online mode of functioning of the college so majorly events had to be in virtual mode keeping in mind

the guidelines issued by the government, thus students initiated activities were limited in number.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

4

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</a>

## 5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

There is an Alumni Association, which is under process of registration.

All graduating students become members. Alumni with the required expertise and experience participate and contribute to the institution through their roles as valuable employers, regular recruited faculty, guest/visiting faculty, co-guides, resource persons, mentors, role model entrepreneurs, examiners, and moderators. The alumni periodically share their inspiring professional and entrepreneurial experiences with students, parents and teachers. They provide feedback on curriculum and make suggestions for curricular revision. They also provide internship placements and

jobs to (graduating) students; access to organisations for study tours and field visits; sponsor students through the college scholarship programme. Alumni collaborate at college and department levels in organising various cocurricular events and comprise an important part of the academia-industry linkage.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The leadership, in tune with College vision and mission, works to foster an open and interactive environment which supports participatory governance. For effective policy formulation and decision making, all stakeholders are encouraged to participate and share their views. The Principal in consultation with the management, delegates the authority and allocates responsibilities to the staff. The department heads and IQAC/other committee convenors along with their staff, chalk out the annual plan and oversee its effective implementation. Students participate in governance through representation in Student Council/other committees. This helps build capacity among students and staff to take leadership roles.

Responding to changing times and needs, research, entrepreneurship and concern for the environment are key focus areas.

At both undergraduate and postgraduate levels, the curriculum design covers concepts and issues that have local and global significance and also provide numerous job options.

The leadership strives to provide an education that is centred on personal/professional/community/national values. The spirit of service and good citizenry is inculcated among students through sessions, workshops and outreach programmes where students share their knowledge/skills gained with the urban/rural/tribal communities.

File Description	Documents
Paste link for additional information	<a href="https://nirmalaniketan.com/vision-mission-goals">https://nirmalaniketan.com/vision-mission-goals</a>
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The phased re-opening of regular classes after the lockdown in congruence with instructions received from the Government and University is an apt example of decentralization and participative management. The college was among the first to do so. On receipt of instructions from concerned authorities to restart classes, the I/C Principal along with the HODs/IQAC/academic coordinators had several meetings outlining the plan of action. Teaching and non-teaching staff were made aware of these decisions and their suggestions were sought. Google forms were sent to teachers and students to find out their vaccination status. Parents of students were also involved in the process by taking into consideration their apprehensions about restarting physical classes. Procurement and arrangement of required technology to begin blended learning was agreed to by the management to ease the process, so that unvaccinated students, those concerned about travelling and those staying out of station could attend their classes in blended/hybrid mode. Unvaccinated students were encouraged to get their doses. The non-teaching staff planned and ensured regular sanitizing of infrastructure, availability of sanitizers at entrances and exits on each floor, rules about maintaining physical distance, wearing of masks were enforced and practiced for everyone's safety.

File Description	Documents
Paste link for additional information	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/07/MOM-IQAC-1-1.pdf-1.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/07/MOM-IQAC-1-1.pdf-1.pdf</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Preparation for restarting physical classes and training of students was stressed upon, especially in the post-Covid scenario.

- The procurement of additional teaching software and training in its use helped teachers effectively reach the student.
- Departments and committees organized webinars, e-workshops, e-competitions, offline study tours to contribute to overall student development.
- Advanced learners were encouraged to enroll for online Add-on courses (Diploma/Certificate/Value-added/Short-term/Coursera/SWAYAM, MOOCs) that were conducted in the online mode.
- Students were motivated to and hence participated in international/national/intercollegiate level conferences and competitions and presented their posters and/or papers and/or products online; several of them won prizes.
- Students completed their internships online as per government directives. The physical opening up of the institute made it possible to hold rural extension camps, vaccination drives and sessions on environmental awareness and this helped sensitize the students to socially relevant issues.
- Financial and psychological support was provided.
- The management, teaching and non-teaching staff worked cohesively, and successfully imparted knowledge and skills to the students while ensuring a safe environment.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The college, a Christian minority institution affiliated to the UoM and governed by the Nirmala Niketan Institute trust (managed by the Daughters of the Heart of Mary) has a two-tier system for its governance. At the Trust level - Governing Body and office bearers. At the college level - Principal, assisted by IQAC, HoDs, committee conveners and staff. A member of the management is the on-campus Manager. Important decision-making bodies namely IQAC (statutory), College Development Committee(CDC) (statutory) and College Management Committee (CMC) comprise all stakeholders- Management, Principal, staff, students, alumni and industry experts. They make plans regarding academic/administrative/infrastructural matters enabling overall excellence. Recommendations/needs are sourced from all stakeholders and discussed with management. The organization of departments includes HoDs, subject Coordinators and teaching staff. The administrative setup consists of Office Superintendent, Accountant, Junior Clerks, Laboratory Assistants and Attendants. Statutory and Non-Statutory committees function effectively.

Service Rules and Promotions: Rules by GoM, UoM and UGC are followed. Recruitment: All recruitment is as per norms of GoM, UoM and UGC. Since the government-sanctioned posts are fewer than required and several sanctioned posts are vacant due to no NOCs, the management employs teaching and non-teaching staff to fill these posts.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/03/orgo.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/03/orgo.pdf</a>
Upload any additional information	<a href="#">View File</a>

### 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user inter faces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

To reemphasize the mission of the management and to promote interaction between staff of

the Institute Day was celebrated on 8th December 2021 in an online mode.

#### Teaching Staff:

- Leave has been granted for career advancement (participating in Orientation/Refresher courses) as well as for staff member's children's examinations, etc.
- Staff are encouraged to attend workshops and conferences at local/national/international levels. They are also motivated to

present papers and posters.

- Travel to conference has been reimbursed for a staff member

#### Non-Teaching Staff:

- Staff are encouraged to attend workshops and conferences.
- Flexi-timings are permitted on some days for urgent personal work as per guidelines.
- Tonics & Medicines were distributed to the Non-Teaching / Support staff.
- Support and hospital assistance provided to the staff suffering from illness. Financial support towards ambulance and treatment was also provided to one staff.
- Scholarship was given to a child of a non-teaching staff member for passing the 10th Standard examination.
- An interest-free loan was given to one staff who was in need of monetary help.
- A Christmas celebration and lunch was organized for the staff.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

1



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

11

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View File</a>

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

6

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	<a href="#">View File</a>
Details of teachers attending professional development programmes during the year (Data Template)	<a href="#">View File</a>

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Self-appraisal Reports give an assessment of the faculty members. The Performance is self-assessed by duly filling self-appraisal PBAS form for each academic year, based on the UGC guidelines and as per the GOM GR. The PBAS forms are looked at by respective HODs and Principal. The concerned HOD gives remarks/endorse the performance of the faculty member. The performance appraisal system inspires faculty to strive higher and invest their time/efforts in professional development, including contributing to the knowledge base in the discipline and allied areas through publications. HoDs and senior faculty role model, mentor and encourage younger staff to set targets for their professional development. The PBAS indicators are used by the faculty to monitor their own progress.

Non-teaching staff too fill CR-Form No 6 which is checked by the reporting officer (Principal) and reviewed by Reviewing Officer (Management). The Principal's CR is assessed by the concerned management of the Institute.

This structured evaluation, done on a yearly basis, is a very important process for the evaluation of both teaching and nonteaching staff. Promotion of teaching staff follows Career Advancement Scheme (CAS) as specified by the UGC and adopted by the GOM and the University. The annual PBAS is incorporated into the CAS process.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The internal audit is conducted by Chhotalal Shah and Company, New Marine Lines, and the records were shared with the Nirmala Niketan Institute Governing Body.

The Interim Audit is conducted every 6 months and the queries are resolved at that level before finalization.

Usually in the month of May and June the final Audit is conducted and the Audited Statements are provided by July. But due to the pandemic, this year the audit was conducted in January 2022.

The Joint Director Higher Education (JDHE) - Mumbai Region and the Accountant General Office are the external auditors of the College.

The Accountant General Assessment has been completed till 2002-2003.

The Joint Director Higher Education (JDHE) - Mumbai Region, has completed the Assessment of the College till 2015-16.

Accounts pertaining to 'Minor Research Projects carried out by teaching staff and funded by the University of Mumbai are included in the general audit.

RUSA grant: The Utilization Certificate and the Expenditure Statement are sent monthly to the RUSA Mumbai office, World Trade Centre, for record purpose and as proof towards disbursement of the RUSA grant as per the approved budget. A RUSA audit was conducted by A.G. Office from 23rd- 24th August, 2021.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

##### 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.96236

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	<a href="#">View File</a>
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	<a href="#">View File</a>

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

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

- The main source is the tuition fees. The institute follows rules and regulations of the GoM and UoM.
- The college has been granted Rs. 2 crores under the RUSA Infrastructure Grant to upgrade its infrastructure of which the first installment of Rs.1 crore has been obtained and utilized.
- Grants received for Minor Research Projects are utilized to purchase laboratory equipment and library books as per the requirement of the projects.
- Funds are also generated by collaborating with various organizations to conduct seminars/conferences/ providing consultancy.

- The Research Centre solicits funded projects from industry/GOs.
- Conducting entrance examinations for postgraduate courses is another source of funds
- The college organizes fund-raising events.
- Alumni make contributions to the college.
- Individuals/associations are approached to sponsor/provide scholarship to needy students.
- Interest from fixed deposits is utilized as per requirement.

Funds generated are optimally utilized:

- An annual budget is prepared according to the needs of various departments.
- As per the requirements of UoM, the college has a Purchase Committee which deals with matters pertaining to procurement, including scrutiny of quotations, ensuring accurate documentation and proper process for procurement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

1. Resources were upgraded with greater reliance on MIS, purchase of MS Teams for online classes, hiring the services of MasterSoft for online examinations, and strengthening infrastructure to support Covid norms suggested by the authorities.

2. Institutionalising of safety measures to safeguard the health of staff and students reporting to college.

3. The IQAC was actively involved in capacity-building of the staff and students.

4. Staff were encouraged to attend training programmes organized by the IQAC and other organizations for skill enhancement.

5. Training was conducted for students and staff to prepare for online examinations.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The emphasis this year was on adapting and responding to changing academic needs.

#### 1. Improved infrastructure for teaching-learning

- Maintaining Covid safety protocol, bigger classrooms were allotted for taking classes with smaller student groups.
- Smart-boards, collar microphones, speakers and Wi-Fi were effectively used for transitioning from online to blended/hybrid mode of teaching.

#### 1. Adaptation of methods of teaching-learning to move to blended/hybrid modes of teaching

- For smooth conduction of lectures for all subjects in a blended mode, a common channel was created in MS teams
- A session was organized for staff to enable effective use of smart-boards.
- E-resources were created and regularly shared with students.

- Online learning material was identified and links were provided to students as additional inputs.
- Students were also encouraged to enroll for Coursera/SWAYAM MOOC courses.
- Dissertation topics were selected keeping in mind the safety of staff and students
- The changed circumstances led to internships and extension programmes being conducted online, resulting in a pan-India outreach.
- The blended/hybrid modes enabled conducting sessions with resource persons from across the world.

File Description	Documents
Paste link for additional information	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/07/MOM-IQAC-1-1.pdf-1.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/07/MOM-IQAC-1-1.pdf-1.pdf</a>
Upload any additional information	<a href="#">View File</a>

<p><b>6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://nirmalaniketan.com/wp-content/uploads/2024/08/Annual-Report-2021-22-1.pdf">https://nirmalaniketan.com/wp-content/uploads/2024/08/Annual-Report-2021-22-1.pdf</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

##### Gender sensitization activities:

- College curriculum focuses on women empowerment - students are trained towards professional development.
- Students extend their entrepreneurial and soft skills amongst vulnerable, underprivileged women through extension programme.
- Women's Development Cell and NSS co-organised "PANKH" - Session on Gender Equality and Women's Rights on International Women's Day.
- An inter-collegiate "Stree-Haq"- a literary and visual arts competition was organized on Women Issues, Rights and Empowerment for adolescents aged 16-21.

a. Complying with government restrictions, the college functioned first in 100% online, then hybrid-blended and finally offline mode. Students' cyber safety was ensured by purchasing licensed software, giving them Unique IDs and passwords.

During the phase reopening, safety measures were followed - entry of only fully vaccinated stakeholders, professional campus sanitization, face recognition biometric, providing sanitisers, thermal screening, oximeter.

College also has Vishaka Committee, Anti-Ragging Cell, Grievance Redressal Committee to safeguard all stakeholders.



b. To help students manage stress due to financial constraints, parents' job loss, illnesses during the pandemic, socio-emotional support was provided through online counseling and mentoring sessions.

c. During the online-hybrid mode, recreational activities for students were organized to facilitate bonding. College provides a common room with washroom, water cooler, microwave, tables and chairs, and indoor sports.

File Description	Documents
Annual gender sensitization action plan	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.1-Annual-gender-sensitization-action-plan.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.1-Annual-gender-sensitization-action-plan.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.1-Specific-facilities-provided-for-women.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.1-Specific-facilities-provided-for-women.pdf</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**C. Any 2 of the above**

File Description	Documents
Geo tagged Photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**Facilities for Waste Management:**

1. Solid waste management - There are two bins (wet and dry) for solid waste management; a plastic garbage bin and glass garbage bin garbage bucket on all the floors of the building including all laboratories. Solid waste is disposed of in

respective bins. Paper waste is discarded either using a paper shredder or giving it for recycling. Cloth shredder machine is purchased to manage fabric waste generated from the textile department.

2. Liquid waste management - Chemicals are thrown or disposed of in water only.
3. Biomedical waste - Biomedical waste is put in Autoclave (temperature 1200C) and sterilized before discarding.
4. There are no hazardous chemicals and radioactive waste management.
5. E waste management- Before discarding any type of electronic items or devices it is checked by experts. Possibilities of repair are checked. Items beyond repair are sold to scrap dealers.NSS Unit of the college had conducted the e-waste collection drive wherein college students collected e-waste from their homes and friends and family. The collection was scraped through proper channels.
6. Waste recycling system- There is no waste recycling system plant.
7. Informative logos of "Reuse, Reduce, Recycle" are put up across the college premises to motivate the practice.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	<a href="#">View File</a>

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 7.1.5 - Green campus initiatives include

#### 7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

B. Any 3 of the above

File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	<a href="#">View File</a>

### 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

D. Any 1 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

An online Annual Fest Nirmal Utsav 22' was organized by the Cultural Committee on 24-2-2022. The theme of the year was 'Flavours of India - Sustaining Our Culture'. The college students incorporated Indian classical/folk dances and music.

To promote Marathi language in Maharashtra, and celebrate Marathi Bhasha Divas, an online session was organized on 26-2-2022. The chief guests were Shri Satish Moghe, Deputy Secretary, Urban Development Department, Mantralaya, Government of Maharashtra and Mrs. Varsha Dandale, famous Marathi film actress.

Interfaith Committee organised a webinar "Corona to Karuna - An era of compassion" in collaboration with an NGO Samanvaya - an interfaith platform for communal and cosmic harmony, on 2-3-2022. Esteemed panelists included a counselor, journalist, director of the Centre for Study of Society and Secularism, scientist, writer and activist. Discussion was held on going beyond religion and adopting humanity and compassion as the highest values.

An interactive workshop on "Towards Inclusion" was organized on 23-4-2022. Ms Ritika Sahni, owner of NGO Trinayani, an internationally acclaimed Trainer & Consultant in Disability Inclusion, working for rights of people with disabilities. Through games and activities, she familiarized staff and students towards the world of disabilities and challenges of people with disabilities.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Following sessions were organized:

- To promote importance of breastfeeding: Role of Breastfeeding in Immunity Celebration of World Breastfeeding Week by Department of Foods, Nutrition and Dietetics for TYBSc, MSc students. Expert: Dr. Mandar Bapaye, Consultant Paediatrician, Saifee Hospital (7-8-2021).
- To promote importance of healthy eating: "Eat Healthy, Stay Healthy - Diet and Immunity" for parents of TYBSc students. Expert: Dr Anuradha Mitra, Ex-head of the Department of Foods, Nutrition and Dietetics (29/9/2021).
- To spread awareness about Consumer rights: Three intercollegiate competitions titled "Plastic Kriti",

"Mahasagar ki Mahasamasya", "Plastic: Ek Vardhan and Abhishap" for students from different Home Science colleges. Judges: Ms. Sonali Chitale, visiting faculty, advocate for Sustainable Tourism, Garware Institute and Mr Huzefa Colombowala, IT businessman, ocean activist (24-12-2021).

- To promote Gender equality, Women's rights: 'PANKH' by Women's Development Cell and NSS, on International Women's Day (8-3-2022).
- To foster importance of mental wellbeing: Music & Movement Therapy Session by Department of Human Development for TYBSc and MSc students. Expert: Mr. Jude Rodrigues, Music Therapist (11-4-2023).
- To spread awareness of rights of people with disabilities: "Towards Inclusion" by Department of Human Development for TYBSc, MSc students. Expert: Ms Ritika Sahni, an internationally acclaimed Trainer & Consultant in Disability Inclusion (23-4-2022).

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.9-Programmes-organized-for-Sensitization.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/05/7.1.9-Programmes-organized-for-Sensitization.pdf</a>
Any other relevant information	Nil

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. Annual awareness programmes on Code of Conduct are organized

**A. All of the above**

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Online Events were organized to celebrate National and International commemorative days, events and festivals:

- 7th International Yoga Day, on 21st June 2021- Webinar on "Yog Prayog - Be with Yoga, Be at Home" was organized.
- National Handloom Day - A workshop "Creativity Takes Courage" was conducted by Mr Anwar Khatri, Batik and Dyeing Craft Artisan on 7 th August, 2021 for students of TFT department.
- 'Azadi ka Amrit Mahotsav' was celebrated on 15th August, 2021 to commemorate 75 years of Independence Day.
- Teachers Day was celebrated on 5th September, 2021.
- Navaratri and Dussehra - Interfaith Committee organized a painting competition on 18th October, 2021.
- Institute Day was celebrated on 8th December 2021.
- National Energy Conservation Day was celebrated on 14th December, 2021.
- Christmas celebration was done through a cultural programme by the Interfaith Committee for all students and staff on 22nd December, 2021.
- National Consumer Day - inter-collegiate competitions on 24th December 2021.
- National Tourism Day - inter-collegiate competitions were organized on 25th January 2022.
- 73rd Republic Day was celebrated online on 26th January 2022. Special guest was Captain Param Singh from the Indian Navy..
- International Women's Day on 8th March 2022 - 'PANKH' a webinar on Gender equality and Women's rights was organized by WDC and NSS.
- National Innovation Day - the Institution's Innovation Council and NSS unit organized competitions with the theme 'Make in India'.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

### DELIVERING QUALITY EDUCATION THROUGH PROACTIVE AND SYSTEMATIC TRANSITIONING FROM ONLINE TO HYBRID/BLENDED TO OFFLINE MODE OF EDUCATION

Due to Covid, staff & students were introduced to online teaching-learning mode. Our goal was to evaluate those teaching-learning methods and to enhance the same. As covid eased out, following Government protocols fully vaccinated staff and students were permitted to attend college on premises, while some continued with their education from home. To meet the needs of both groups, college introduced blended mode of education. The groups had some covid safety related concerns about coming to college, sitting for long hours, and commuting by public transport. College took measures to guide and help these groups to address concerns and get used to this mode.

### CARE FOR MOTHER EARTH - PROMOTING SUSTAINABILITY

The college stands for socially and environmentally relevant education. It believes in valuing all components of the ecosystem & taking conscious efforts to least harm the environment and its consumers. Sustainability also means create an environment of social equality, better standard of living, economic wellbeing & empowerment of all sections of the society. Keeping in mind this concept education is rendered by the college ensures to promote ecological consciousness, socio-economic sustainability, and social responsibility.



File Description	Documents
Best practices in the Institutional website	<a href="https://nirmalaniketan.com/wp-content/uploads/2023/05/7.2.1-Best-Practices.pdf">https://nirmalaniketan.com/wp-content/uploads/2023/05/7.2.1-Best-Practices.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

#### WOMEN'S EMPOWERMENT

The college aims at education that is:

**Life Oriented:** Courses impart knowledge, skills and attitude promoting efficiency in the women students and empowers them to deal with challenges effectively and efficiently. This was enhanced this year when all had to adapt to both online and on premises education.

**Community oriented:** Extension education is an essential component of the curriculum, encouraging students to serve the community through outreach activities. The online mode was used to reach out and target larger groups of beneficiaries..

**Career oriented:** The curriculum is globally and locally relevant. The graduating students seek employment opportunities in a wide spectrum. The entrepreneurial skills taught enable them to be self-reliant and open a window of employment opportunities to the community.

The empowerment of women has been associated with the success of our alumni. They are academically well-enriched and employed in many reputed organizations; many are willingly contributing towards the upliftment of the society and showcasing entrepreneurial skills as a consequence of education in our college.

The College has been able to provide environment conscious and socially responsible citizens who not only have flourished in their own field of expertise but also are very bonded to the college.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 7.3.2 - Plan of action for the next academic year

1. To conduct professional development programmes for staff.
2. Planning and organising celebration of National events/days.
3. Continuing collaboration with Daughters of the Heart of Mary and plan and conduct extension programmes in rural set ups and DHM centres/NGOs for the vulnerable/underprivileged beneficiaries.
4. Continued involvement of students in organizing events and activities and further professional and soft skills development in them.
5. To strengthen need-based scholarships and collect funds for the same.
6. To plan for the implementation of the New Education Policy.
7. To encourage scientific temper and sound research temperament by having staff and students participate in different Inter-college, University, State, National and International level research competitions.
8. To facilitate students towards preparation of State and National level competitive exams.
9. Organising and participation in Intercollegiate events.
10. Increase in focus of students' development through participation in sports and cultural events.
11. To explore the possibilities of creating IPR for students' research and innovative product development.
12. Organising of CAS interviews for faculty eligible for promotion.

