



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE
(AUTONOMOUS), S.N.D.T. WOMENS UNIVERSITY, JUHU TARA ROAD,
SANTACRUZ (WEST)

400049

<http://svt.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sir Vitthaladas Thackersey College of Home Science is the First Autonomous College in the state of Maharashtra and has retained its Autonomous status for two decades with Academic Excellence. It has been Re-accredited by NAAC with “A” Grade and a coveted honor of College with Potential for Excellence (CPE PHASE-III; 2015-2020) from the University Grants Commission (UGC). The college was successfully granted an extension of Autonomous status from 2017- 2022. The institution is a proud recipient of RUSA – 2 Infrastructure Grant (2017 – 2019). The College has maximized its Academic Autonomy to initiate a number of Innovative New Programs in the last Five years.

In an endeavour to develop a broad based curriculum geared harnessing professional development the College implemented the UGC Choice Based Credit System program for the Faculty of Home Science from 2015-2016. The innovation was to initiate BSc Honors program in 7 specializations (140 credits) and a BSc Regular program with 120 credits.

The college initiated MSc. Specialized Dietetics with three specializations in 2017-2018 . This was followed by introduction of M.Design (Fashion Design) in 2018 – 2019 an innovative Master’s Program in Fashion Designing offered by college under the Faculty of Design, SNDTWU, Mumbai.

The college fosters overall development with a focus on academics, sports, gymkhana activities and a number of student friendly initiatives throughout the course work. There are a series of student led initiatives under NSS and Community outreach programs in rural and urban areas.

The academic autonomy facilitates innovative ICT enabled teaching learning and evaluation methods, on the job hands on training coupled with mandatory internship. There is career guidance and placement cell which helps students choose the right career path. The institution has planned a number of self-financed program which can be taken by the students as value added courses.

The College has been granted two International Projects ,one Major and six Minor Research Project in the last 5 years.

The college strives towards overall growth and development of the students and prepares them to face challenges of the modern world.

Vision

Empowering women to contribute towards an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all.

Mission

To create a conducive environment for the holistic personal and professional development of the learners with focus on relevance and currency.

To nurture human values and social responsibility for achieving excellence as New Age Women.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Sir Vithaldas Thackersey College of Home Science is an autonomous and constituent college of SNDT Women's University, Juhu, Mumbai. As an Autonomous college, there are statutory bodies including Board of Management, Finance Board, Academic Council and Board of Studies. The agenda, duly approved minutes, resolutions and the action taken report is documented yearly for all the meetings.

Student admissions are online and based on merit. SNDT Women's University portal (<http://sndt.digitaluniversity.ac/>) for admission is linked with college website www.svt.edu.in.

The College has an Examination Department which conducts all the examinations. GPA is calculated for every student's performance after the final year examination. Central Assessment program for evaluation of answer sheets are in place. Use of digitisation and software in the administration, finance and examination departments has led to improved efficiency.

In view of maximizing academic autonomy to update curriculum in line with changing needs, the College has introduced innovative programs in the new template of choice based credit system. The new restructured curriculum mandates academic excellence by the use of innovative teaching, learning and evaluation methodology by sharing learning outcomes of each program and defining evaluation rubrics for evaluation of each program - formative as well as summative. Vertical academic growth has been achieved through initiation of Master's program in MSc (Specialised Dietetics) and M.Design (Fashion Design).

The college has a robust feedback mechanism. The feedback of all the stake holders is integrated in the process of curriculum development. There is a strong research, innovation culture for collaborative interdisciplinary/multi-disciplinary research. The faculty engages in International and National Collaborations with Research Grants. Due to the availability of CPE Phase II grants the college has utilized the grants to upgrade academic tools and infrastructure.

Inclusive approach of the institution is the core strength and has helped in the placement of differently abled children. The institute promotes students' involvement in the NSS Programme. Institute also encourages the participation of students in co-curricular and extra-curricular activities.

Vibrant and visionary leadership is provided by the management and statutory officers of the University.

Institutional Weakness

Sir Vithaldas Thackersey College of Home Science (Autonomous) is a constituent part of the Composite building of the SNDT Women's University, at Juhu campus, Mumbai. The building houses a number of Departments, University Hostel, thus sharing and maximizing on the limited space available. This has been a major challenge for the institution to become a Multi-faculty College. The College has however taken a step forward to initiate a Master's Program in Faculty of Design SNDTWU; M.Design (Fashion Design) from 2018-2019 and is spearheading to become Multi-faculty by going the virtual way and maximizing on the space

available.

Constant repair and maintenance of the infrastructural facilities and building as a whole is also a challenge as the college building was constructed in 1975. However, the college has utilized all the infrastructural grants in the maintenance of the building as a whole along with the SNDTWU, Mumbai.

The institution has put in a lot of effort to reach out to people at large to break the misnomer of the nomenclature “Home Science”. This effort has been multipronged with use of print media, through articles in leading newspapers, hosting annual exhibitions and free seminars for people at large and reaching out to various schools and junior college to sensitize the potential stake holders about the professional opportunities of the various specializations under the faculty of Home Science.

The college faces the challenge of lacunae of Administrative Autonomy. There is a high number of vacant teaching and non-teaching positions. Under such circumstances, it is a big financial burden on the institution to attract qualified and experienced faculty as temporary and on clock hour basis. The overdependence on visiting faculty makes the academic ecosystem very unstable due to high turnover. The non-teaching staff are governed by the SNDTWU seniority roster with limitations of prerequisite qualifications for administrative and Accounts positions. This again poses a challenge to engage with temporary staff thus affecting the administrative functioning of the institution.

Institutional Opportunity

The college is centrally located in a metropolitan city and financial capital of India. There is a huge opportunity to collaborate with various industries, corporates, research medical organizations, state government bodies , NGO, professional associations. This contributes to the exposure through internships, workshops by eminent experts, seminars, field visits, experiential learning for students leading to overall growth of the institution. The college maximizes on its mission of developing “values of giving back” in students through a series of community outreach programmes for vulnerable groups on relevant themes and concerns of the society in different locales of the communities. The students take an active part in the same through NSS and Departmental activities . The college works closely with Government bodies like Food and Drug Administration, FSSAI - Sensitization of Safe and Nutritious Food Campaign in schools and people at large. The College has adopted a village in rural community of Palghar, Maharashtra. The College works with various NGOs across Mumbai.

The college is located on 21 acre of lush green SNDTWU Juhu campus with access to various Central University facilities i.e. University library, canteen, two auditoriums, large sports ground, basketball court etc.

Robust academic program based on Choice Based Credit system (CBCS) lends reach to broader spectrum of core subjects and a facility to exercise choice in generic and discipline specific electives. Due to the availability of Autonomy grant, UGC Grant CPE Phase III and as a recipient of RUSA – 2 Infrastructure Grant in the last 5 years the college has been able to strengthen the infrastructure , academic tools and use Technology Enabled teaching learning methodologies.

The college has improved its reach through promotional film, website digital marketing and social media to highlight the vocational potential of opportunities in all specializations of Home Science. The strong financial support of the visionary founder of the college has led to positive progression and educational diversity.

The college has motivated faculty wanting to explore the opportunities to conduct research which includes International Research Grants Projects, Doctoral Research, UGC Major and Minor research projects and Consultancy.

Institutional Challenge

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has initiated graduate and post graduate programs with choice-based credit system based on UGC recommendations. The undergraduate program is offered as BSc Regular (120 Credits) and BSc Honors (140 Credits). The curriculum structure consists of division of courses on the basis of skill and ability enhancement, generic electives, core and discipline specific electives. The curriculum is designed to develop skills,

knowledge and attributes required for employability, entrepreneurship and professional development. The program is aimed to build human values, gender sensitization and environmental sustainability.

The College has five major departments catering to the needs of students keeping in mind the changing needs of the society and the world. Department of Textile and Apparel Design offers courses preparing the students to step in the world of Textile and Fashion Design with a strong foundation. Department of Human Development help students understand global needs and concerns related to Children, Adolescents, Women, Adults and Senior Citizens through customized community outreach programs. Department of Food, Nutrition and Dietetics offers courses in Nutrition to understand the specific nutritional needs of different age groups and therapeutic conditions. Department of Mass Communication and Extension designs courses for understanding developmental mechanisms and use of media for changing the mindset of people in the community through Extension Education. Department of Resource Management offers the Hospitality and Tourism program which focusses on understanding the aspects of Hospitality industry, broadens students' ability to analyze and comprehend the working components of a hotel and travel operations and enable them to apply skills for promoting tourism and culture. Interior Designing and Resource Management program comprises of functional and creative designing of interior spaces, computer aided designing and professional management with a focus on global perspectives in interior design. The Department of English offers a Foundation course which focuses on the student's language proficiency, Communicative and Functional English. The Department of Science offers course on Environmental Studies and other courses which compliments the other specializations. The post graduate program of M.Sc. Specialized Dietetics enables the students to specialize in niche areas of therapeutic conditions.

Teaching-learning and Evaluation

The college has a multidimensional approach to enhance the teaching-learning process. ICT tools such as google classrooms, you tube, E- books, e-Journals, interactive websites, pdf of articles, computer software for training in computer applications in a given specialization, preparing aids like brochures, assignments on data analysis and use of smart boards is frequently used. Teachers regularly use LCD and power point presentations to ensure attention and retention.

Besides the traditional chalk and talk methods teachers extensively use techniques such as role play, mock sessions, screening of theme based films, sharing of case studies, preparation of scrap book by the students. Resource persons of expertise are invited as guest faculty to conduct sessions which are the value additions in terms of experience sharing and broadening the knowledge base of the students.

Field visits are organized to expose students to "on the job" environment followed by a six weeks mandatory internship for every student. The students in groups conduct community outreach activities such as sensitization programs for vulnerable groups like elderly, school going adolescents, under the guidance of the teachers.

Techniques such as demonstrations followed by critical analysis, brainstorming of ideas, debates, small group discussions and class projects are some of the teaching techniques used.

Group presentation is another technique used to promote cooperative learning. The groups are formed with differing abilities so that students learn to help each other and learn from each other. A lot of focus is given to experiential learning by conducting individual activities in the community followed by discussion. The students are expected to make an individual presentation in the presence of departmental faculty and students on a topic of their choice. This exposes the students to the basic steps in research process such as identification of topic, preparing a tool for gathering data, analyzing it and finally presenting it in a desired format.

Teaching-learning process is enhanced by the use of grids, crosswords, quiz and paper-pencil exercises prepared by the teacher. Each course work has a defined evaluation rubrics keeping in mind the learning outcomes.

Research, Innovations and Extension

The institution has adopted a well- defined policy for promotion of research and a code of ethics to check malpractices and plagiarism in research. Since academic year 2013, the institute has been awarded seven research grants including two international research projects across the faculties of Food, Nutrition and Dietetics, Textile and Apparel designing and Resource management. One of the innovative practice adopted by the Department of Textile and Apparel Design includes a Traditional Textile Museum that showcases traditional textiles of India. The college houses a fabrication laboratory, a photo printing and video graphing room, science and clothing laboratories, computer lab etc. A number of start -ups have been incubated under the guidance of faculty across disciplines; students won prizes for being innovative in inter college and industry collaborative events. A patent has recently been registered on 'Flexible Packaging sheets and blanket' by Department of Textile and Clothing. Twenty research articles, ten books/ chapters in edited volumes and twenty-five papers in conference proceedings have been published in various national and international academic forums and conferences.

Participation in extension activities provide the *students* and teachers opportunities to use skills and knowledge in real life situations and to extend *learning* beyond the *classroom* i.e. community. Activities such as beach clean ups, health and eye check- up camps, development of education aids for under privileged children, skill training workshops for women and children, career guidance for rural children, walkathons were organized to sensitize the students to social issues and foster holistic development. A series of training workshops like Madhubani and Nyion Printing, preparation of Agarbatti, Candles, games for physical development, counseling of children with divorced parents, product development activities for the income generation for the women from lower economic strata etc were conducted in collaboration with industry, non -governmental organizations and through NSS during the last five years. *Internships, industry linkages, project work and on the job training* provides a student with professional experience in a safe and structured environment. Each department has been involved in facilitating field visits for all students in subject relevant industries, hospitals, corporate houses and NGOs.

Infrastructure and Learning Resources

The Institution maximizes the use of Infrastructure and Learning resources to benefit from the strengths of Academic Autonomy. The basic philosophy to achieve the same includes:

- Creating an enabling environment for teaching-learning process equipped with ICT facilities
- Regular updation of infrastructure to keep pace with changing requirements of programs and student needs

The college has been a proud recipient of CPE Grant from UGC in three phases with CPE Phase –I, II and III grants from 2008-2020; followed by RUSA 2 Infrastructure Grant from Government of Maharashtra in 2018. This has helped the college to upgrade the facilities in a phased manner.

The college has The Laxmiben Thackersey College Library which is fully automated with SLIM software updated modules and equipped with computers and Wi-Fi connection for browsing.

The Exam Section is ICT enabled with customized software to generate examination data, mark sheets, hall tickets etc. Photocopying facility is also provided in the premises.

Most of the classrooms and laboratories are ICT enabled. The college has created an upgraded infrastructure, a Virtual Class room which is a multipurpose facility to facilitate ICT enabled learning. It also serves as a faculty training center and a Board Room for meetings. It is a designated BYOD (Bring your own device) zone – with Wi-Fi facility. The college has Wi-Fi facility in selected areas of the premises. Going forward the endeavor is to make the entire premise Wi Fi enabled.

Computer Resource Center for students houses a well-equipped Computer lab and a separate Students Browsing area which is Wi Fi enabled and is a BYOD Zone. The College has acquired updated softwares like Corel Draw, Photoshop, Illustrator, Nutritionist Pro etc as learning resources.

A common room is allocated to the students. Since the college is in the University campus, it is endowed with large open spaces like sports grounds, sitting areas, and a common canteen in close proximity. The students have the hostel facility within the campus.

The college has initiated the plans to support inclusive infrastructure / disabled friendly premises with ramp for wheel chair users and elevator to facilitate comfortable access.

Student Support and Progression

The college provides a supportive and friendly niche for the students to thrive in. Over the past five years the college has witnessed a progress in the number of students aspiring for higher education and greater participation in extracurricular activities; expanding their horizons beyond the college. The college financially supports them by making available scholarships, (government and non-government); soft skill development workshops such as personal grooming, communication skills, and the like (to enhance their skills to be a better team mate, a leader, a true professional with sense of ethics and righteousness); language laboratory facilities (functional as well as advanced English); Yoga sessions (to facilitate concentration and mental health); career counselling and additionally personal counselling sessions to address their academic and individual concerns.

The institution believes in the ‘Right to education and overall development’ of an individual. The mechanisms for the students to share their concerns and issues related to academics, infrastructure, administration, etc. are in place. The Student Welfare Committee plays a major role in ensuring that their suggestions are incorporated in

daily functioning, academic needs, learning outcomes, and their grievances are resolved at the earliest. The college also has an Anti-ragging, Grievance Redressal and Prevention of Sexual Harassment Committee to curb undesirable wielding of power based on hierarchy. The Student Council and Student Welfare Committee are also vigilant throughout the year and plan activities to foster conducive relationships among the students.

The nature of the program has been designed to cultivate professional skills and etiquettes in the students. Over the years there has been an incremental growth of students wanting to pursue higher education, however, there are some who join the professional world after graduation. To meet with the requirements of both, the college plans career counselling programs in the form of orientation to various institutions offering post graduate degrees and builds linkages with the industry through workshops, internship, student visits or guest lectures with varied professional expertise.

Guidance to appear for competitive exams is also provided in an informal manner, as the college has a strong mentoring component, building a strong relationship between the teachers and students.

Governance, Leadership and Management

The College has an effective leadership which reflects in the Vision and Mission statements of the institution. The working of the institution is decentralized and decisions are taken through participatory mechanisms of all stake holders. The institute follows an organizational structure as per the UGC statutes for the Constituent Autonomous College. The statutory bodies of the institution include The Governing Body (earlier called BOM) followed by Academic Council , Finance Committee of the Institution and the Board of Studies for each Department .

The service rules, procedures of recruitment, promotional policies as well as grievance redressal mechanism are in place by the SNDT Women's University and followed by the institute being a constituent Autonomous College. The e-governance and digitalisation is followed in the areas of Planning and Development, Administration, Finance and Accounts, Online Student admission. There is meticulous documentation of Agenda, Minutes ,Resolutions and Action Taken of meetings for all statutory bodies, administrative bodies, Cells and Committees. The Institution plans welfare measures for the teaching and the non-teaching staff which helps to enhance their productivity.

The teachers are encouraged to organize and attend seminars, conferences and workshops for training, short term courses at the international, national and state level. The College supports registration fee and travel expenses. The teaching and non-teaching staff undergo Performance Appraisal every year which is assessed ,analysed and subsequently shared with them by the Principal.

Institute has an unbiased mechanism which is responsible for conducting Internal and external financial audits at Government, University and college level regularly. The funds/grants received from Non-governmental bodies, individuals, philanthropists are judiciously utilized for the welfare of the students. The college follows the Maharashtra Accounts Code for all accounting procedures and the utilization of the funds/grants received. Internal Quality Assurance Committee has nurtured quality culture in teaching learning process, structures and methodologies of operation and learning outcomes in the institute by way of various quality initiatives, strategies and policies.

Institutional Values and Best Practices

The College strives for Academic Excellence, by providing learner-centric academic environment for student enrichment and career opportunities. The faculty supports and nurtures their talent and creativity.

Efforts are taken to cultivate human values and social responsibilities among the students. The vision of the College is 'Empowering women to contribute towards an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all'.

The College unconditionally supports Community Outreach activities in urban as well as rural areas. Under-privileged women and children are the main focus and the scope of these activities ranges from awareness programs to skill development workshops.

Academic-Industry Interface is an important aspect of the teaching-learning process. Industry experts are invited to interact with students to update on new trends and current practices. Field visits are planned to various related industries, markets, and for professional development opportunities. Students and teachers undertake projects in collaboration with industries, hospitals, Government and Non-Governmental organizations. Internship is a mandatory requirement for all students in the final year of their academic programs which facilitates improving the employability skills of students.

The College promotes Research culture in faculty and students, who in turn take up minor and major research projects funded by UGC; participate and present papers at local, national and international level Conferences, Seminars, Symposiums and Workshops. This facilitates inculcating the spirit of analytical thinking and scientific temperament among the students and faculty. The graduation program has an integral component of research methodology and statistical analysis. Technology enabled teaching resources are also integrated in the curriculum.

Faculty is encouraged to lend their expertise to undertake Consultancy projects with industry and other organizations. The college has been in a position to develop a Family and Child Enrichment Centre supported by the CPE Phase III Grant of UGC. This center is managed by the Department of Human Development for individual and family counseling activities for children and parents.

The College practices transparency in functioning of administration; participative decision-making process with all the stake-holders and an endeavor to develop 'Standards of Procedures' for different systems.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)
Address	SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS), S.N.D.T. WOMENS UNIVERSITY, JUHU TARA ROAD, SANTACRUZ (WEST)
City	Mumbai
State	Maharashtra
Pin	400049
Website	http://svt.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JAGMEET MADAN	022-26602504	9869239178	22-22606427	svt@sndt.ac.in
Associate Professor	REKHA BATTALWAR	022-26608179	9820286174	22-22606428	rbattalwar@svt.sndt.ac.in

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1959
Date of grant of 'Autonomy' to the College by UGC	27-04-1995

University to which the college is affiliated

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-12-1994	View Document
12B of UGC	15-12-1994	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	21-10-2008
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Rashtriya Uchchatar Shiksha Abhiyan
Date of recognition	25-05-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS), S.N.D.T. WOMENS UNIVERSITY, JUHU TARA ROAD, SANTACRUZ (WEST)	Urban	21	4010

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Human Development	36	HSC	English	15	13
UG	BSc,Human Development	36	HSC	English	30	19
UG	BSc,Human Development	36	HSC	English	15	12
UG	BSc,Human Development	36	HSC	English	15	5
UG	BSc,Human Development	36	HSC	English	30	12
UG	BSc,Human Development	36	HSC	English	35	17
UG	BSc,Resource Management	36	HSC	English	35	33
UG	BSc,Resource	36	HSC	English	20	13

	e Management					
UG	BSc,Resource Management	36	HSC	English	50	14
UG	BSc,Resource Management	36	HSC	English	30	8
UG	BSc,Resource Management	36	HSC	English	20	18
UG	BSc,Resource Management	36	HSC	English	10	7
UG	BSc,Food Nutrition And Dietetics	36	HSC	English	58	41
UG	BSc,Food Nutrition And Dietetics	36	HSC	English	52	52
UG	BSc,Food Nutrition And Dietetics	36	HSC	English	50	49
UG	BSc,Food Nutrition And Dietetics	36	HSC	English	50	47
UG	BSc,Mass C ommunicatio n And Extension	36	HSC	English	30	6
UG	BSc,Mass C ommunicatio n And Extension	36	HSC	English	35	15
UG	BSc,Mass C ommunicatio n And	36	HSC	English	15	11

	Extension					
UG	BSc,Mass Communication And Extension	36	HSC	English	30	10
UG	BSc,Textiles And Apparel Designing	36	HSC	English	70	45
UG	BSc,Textiles And Apparel Designing	36	HSC	English	65	62
UG	BSc,Textiles And Apparel Designing	36	HSC	English	20	15
UG	BSc,Composite Home Science	36	HSC	English	30	20
PG	MSc,Food Nutrition And Dietetics	24	BSC	English	30	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				10				29			
Recruited	0	1	0	1	1	9	0	10	4	13	0	17
Yet to Recruit	0				0				12			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				32
Recruited	13	10	0	23
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	8	12	0	20
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	4	0	1	1	0	8
M.Phil.	0	0	0	0	2	0	0	2	0	4
PG	0	0	0	0	3	0	3	10	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	5	0	5
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	28	0	28

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		29	73	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	53	4	0	0	57
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	311	6	0	0	317
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	20	2	0	0	22
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	48	47	36	42
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	67	68	53	43
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	686	607	595	593
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	22	18	6	13
	Others	0	0	2	0
Total		824	741	693	693

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Composite Home Science	View Document
Food Nutrition And Dietetics	View Document
Human Development	View Document
Mass Communication And Extension	View Document
Resource Management	View Document
Textiles And Apparel Designing	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	24	10	10	10
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
824	741	691	693	628
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
225	201	197	186	164
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
444	405	382	373	318
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
34	31	14	9	1

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
235	250	234	234	234

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	28	29	30	31

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	40	40	40	40

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution**Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
622	530	492	697	577

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
208	208	208	208	156

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 32

Total number of computers in the campus for academic purpose

Response: 106

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

2017-18	2016-17	2015-16	2014-15	2013-14
161.14	93.49	94.86	94.42	77.93

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The graduate program offered by the five departments have relevance and are in line with the needs of the society and a value addition to the contribution at regional, national and global level.

The Department of Food, Nutrition and Dietetics offers various courses which focus on the thrust areas of development in the Nutrition and Dietetic Science, needs of the Food and Nutraceutical Industry, Sports Nutrition, Maternal and Child Nutrition. There is an integration of traditional and modern science of nutrition through courses like Nutrition and Ayurveda, and Yoga for Health. There is an endeavor of exposure of blended teaching learning process to the students through online programs like Bariatric Nutrition with expert faculty of Bariatric surgeons and Bariatric nutritionists from reputed medical organizations.

The courses offered by the Department of Textile and Apparel Design orients students to the Textile fibre processing, Fabric manufacturing, Garment construction and Global supply chain management which prepares them to the needs of the Domestic and Export markets. It also imparts the knowledge of Indian traditional textiles, costumes, embroideries, paintings and crafts which helps in the Fashion Design process. The students are trained with upgraded academic software and technological advances in the design process. In keeping with the recent trends, skills in tie and dyeing, block printing and surface ornamentation techniques are used to enhance the aesthetic appeal and functionality of apparel and contemporary products.

The Department of Human Development helps students get an insight into the developmental aspects and concerns related to children, adolescents, women, adults and senior citizens. The courses like Children with Special Needs, Adolescence and Emerging Adulthood and Gerontology equip students to understand the needs of the vulnerable groups of the society, plan and conduct community outreach programs.

The Hospitality and Tourism program offered by the Department of Resource Management imparts an in-depth knowledge of specialized aspects of Hospitality industry to the students. It also broadens the students' ability to analyze and comprehend the working components of a hotel and travel operations and enable them to apply skills for promoting tourism and culture.

The Interior Design Management program comprises of functional and creative designing of interior spaces, computer aided designing and professional management with an additional focus on global perspectives in interior design.

The Mass Communication and Extension program is designed to create an understanding of developmental mechanisms for changing the mind and action of people to contribute towards community development

through skills and processes in the areas of extension education. The students use the knowledge of extension education and mass communication in mainstream and alternative media to bring about social change. The courses like Contemporary Social issues, Corporate Social Responsibility, Sustainable Development and Community Outreach Program to sensitize students on issues related to society, environment, health, and education at both local and regional level.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 56

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 14

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

Response: 25

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 85.48

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
201	204	203	203	203

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 50.83</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 245</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 482</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 96</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 24</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The programs offered by the Institution emphasize on gender sensitivity, environmental concerns, sustainability, human values and professional ethics. It is reflected in the vision, mission and goals of the Institution. The choice based credit template of the programs has a mandatory component of the Ability and Skill Enhancement courses which includes Environmental Studies, Gender Studies which help in achieving the desired goals.

The course like Gender Studies focuses on gender issues such as health, safety and education of women. It also empowers the students by creating awareness regarding their legal rights and organizations working for the upliftment of women. Courses like Geriatric Nutrition and Maternal and Child Nutrition focus on the health of women during Pregnancy, Lactation, Menopause phase and also towards the needs of elderly women, women in child bearing age, infants and children. The students create Audio-visual media, i.e. Posters, films and street play related to Gender issues and women empowerment

The course on Environmental Studies inculcates a friendly attitude towards both the local and the global environment. It also equips the students with knowledge and insight to meet the challenges of development and conservation. The students are made aware about the need for eco-friendly processing of textiles in the course Wet Processing. The course also covers emerging technologies in reuse and recycling including effluent treatment procedures, recycling of textile waste and sustainable alternatives. The courses like Global Interior Architecture, Furniture Workshop, Creative Up-scaling of Dry Waste, Theory of Materials develop scientific temper in the students to support sustainability. The students also learn to create functional products from miscellaneous dry waste material. They also get knowledge of eco-friendly materials and processes used in building industry.

Courses like Hospital Food Service Management, Geriatric Nutrition and Nutrition Communication and Counselling inculcate good human values in students by being empathetic towards others and deal with the personnel, elderly population and patients. The courses Contemporary social issues, Fundamentals of Communication, Leadership Development, Sustainable Development, Corporate Social Responsibility, Community Outreach Program and Soft Skills and Image Management, help sensitize the students to gender issues, environment, Sustainability, Human values and Professional ethics. Students are made aware of the contemporary social issues so that they understand the society in a better way.

The generic elective on Personal and professional relationship in Adulthood focuses on work ethics, skills of group works, development of soft skills for effective communication. Besides this all programmes cover their discipline specific ethics in the courses offered by them. Activities of confidence building, group

dynamics, emotional stability and communication skills enhance professional competencies and the training of the soft skills required by a young professional seeking a job are imparted in majority of the courses.

File Description	Document
Any additional information	View Document

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

Response: 15

1.3.2.1 Number of value-added courses are added within the last five years

Response: 15

File Description	Document
List of value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 2.35

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	0	0	3	26

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 65.66

1.3.4.1 Number of students undertaking field projects or internships

Response: 541

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>A. Any 4 of above</p> <p>B. Any 3 of above</p> <p>C. Any 2 of above</p> <p>D. Any 1 of above</p> <p>Response: A. Any 4 of above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
22	18	26	29	35

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

2.1.2 Demand Ratio(Average of last five years)

Response: 1.53

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
430	400	400	400	300

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 53.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
138	134	96	100	65

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

After admission the students are assessed on a continuous basis through written papers and innovative assessment techniques such as quiz, role play, market survey, jingle making, poster making etc. The student's performance in the first semester helps the college to gauge the learning level of the students. This ongoing, or formative, assessment provides feedback that allows teachers to address their shortcomings in a timely fashion

The students who are advanced learners are offered the course of Advanced English and the students who are slow learners are offered the course of Functional English as an generic elective in the second semester. Besides this the students are exposed to ICT enabled Language program to enhance their language proficiency as this would have a impact on their overall performance. Students and teachers can use the information gained from assessment to determine their next teaching and learning steps. The students who are advanced learners and have not failed in any core courses can apply for the honors degree program in their respective specializations. The college has developed stringent criteria for selection of the students for this program because they are expected to do additional 20 credits consecutively to earn their honors degree. In the third and fourth semester students are grouped for projects and presentations based on their learning ability. Students who are slow learners are paired with advance learners as peer learning and buddy teaching has been found to be very effective in enhancing the performance of slow learners and developing soft skills in advance learners.

The students in the fifth and sixth semester are offered a choice in Discipline Specific Electives which caters to differing interest and aptitudes. The students are expected to select a topic and collect information and present their finding in the course on Issues and Trends. The students who are advanced learners are encouraged to take challenging topics and collect information with survey. Some of these students are sent for competitions on research presentations organized by various institutions / medical organizations /

college / university. One of the best practices of the institution is the faculty engagement with the student to encourage participation and presentation of the students research and project work in International, National and local conferences and forums. This motivates the advance learners to achieve higher learning outcomes. Besides this the students are placed for internships in institutions / companies as per their caliber which gives them additional confidence and hands-on experience to acquire a niche in their area of interest.

Students who have poor academic performance are provided with extra out of class remedial learning. Workshops on study skills and time management are organized for them. The students are also encourage to take help from a team of experts from the field of special education who are specially invited to help children with learning difficulties.

File Description	Document
Any additional information	View Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 29.43

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 3.52

2.2.3.1 Number of differently abled students on rolls

Response: 29

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem

solving methodologies are used for enhancing learning experiences

Response:

The college has a multi-dimensional approach to enhance the teaching-learning process. ICT tools such as you tube, E- books, e-Journals pdf of articles, computer software's for training in preparing brochures, data analysis and smart boards are used. CD of movies on relevant themes are also used to enhance learning. Teachers regularly use LCD and power point presentation to ensure attention and retention

Besides the traditional chalk and talk methods teachers extensively use techniques such as role play, mock sessions, sharing of case studies, and preparation of scrap book by the students.

Teaching-learning process is enhanced by the use of grids, crosswords, quiz and paper-pencil exercises prepared by the teacher. Classroom activities are also conducted for eg by preparing placards with questions which need to be answered or words that need to be sorted are also used

Display of material such as appropriate and inappropriate toys for children or worksheets for children are also used to promote discussion and learning. Resource persons are invited to share their experiences and broaden the knowledge of students

Students are taken for field visits to get an exposure to real life conditions in natural environment. Along with this the students are given a lot of hands on experience in classroom to develop their skills related to the courses they are taught. The students in small groups under the guidance of the teachers plan and conduct community outreach programs such as sensitization programs for the elderly, underprivileged children, adolescent girls, pregnant and lactating women.

Techniques such as demonstration followed by critical analysis, brainstorming of ideas, debates, small group discussions and class projects are some of the teaching techniques used and found to be very effective with the students.

Group presentation is another technique used to promote cooperative learning. The groups are formed to have clusters of students with differing abilities so the students learn to help each other out and learn from each other. A lot of focus is given to experiential learning by conducting individual activities in the community and this is followed by sharing and discussion. The students are expected to have an individual presentation in the departmental seminar on a topic of their choice. The students acquire the skill of referencing and reviewing literature to identify and present information on a relevant thrust area. The students are also encouraged to collect additional information through survey or interview of subject specific experts to enhance their seminar presentations. This exposes the students to basic steps in research process such as identification of topic, preparing a tool for gathering data, data collection and analysis followed by presentation.

Field visits are organized to expose students to "on the job" environment followed by a 6 week mandatory internship for every student.

The college has initiated on-line learning programs in areas like Bariatric Nutrition in collaboration with professionals from medical organizations. In the course of Yoga for health some of the modules are taught as a practical course with a hands on experience with yoga experts

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 96.43	
2.3.2.1 Number of teachers using ICT	
Response: 27	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 25.75	
2.3.3.1 Number of mentors	
Response: 32	
File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution
Response:
<p>Every year at the end of the semester the academic plan is prepared for the next academic year with details of important dates such as first and last date of academic year, teaching days, non-instructional days, vacation breaks and holidays which is then shared with the staff. It is ensured that each semester has 90 teaching days with a total of 180 days every academic year as per the UGC norms. The details of examination schedule along with dates for paper setting, submission of marks, dates of unit test and final exams are added by ensuring that there is a window of 30 to 45 teaching days from the beginning of the semester to the first Unit test. Other important events such as fresher's party, splash, sports day, NSS</p>

activities, special camp, student welfare committee activities, annual day are planned and added to the calendar. Tentative dates of meetings of important statutory bodies such as Board of Management (Governing Body) , Academic Council, Finance Committee and Purchase Committee are also indicated in the academic calendar. Based on this plan the staff is requested to plan their departmental and committee programs such as Board of Studies meeting, Educational Tours, Field visits, Departmental seminars, workshops, conferences, exhibitions etc.

The planning for the event is made keeping in mind that the staff and students are not overburdened and there is no clash of events. It is ensured that the examination and teaching schedules are not compromised

The college ensures that all the teaching faculty submits the teaching plans in a standardized format at the end of the semester for the next academic term. The Performa has details of topic covered, number of lectures allotted for the topic to be covered and teaching methodologies used for the same. This confirms that the teachers plan their teaching schedules, learning resources, evaluation rubrics well in advance for effective teaching-learning process. The teachers are expected to plan at least 2 innovative teaching methodologies each semester for at least two courses. These plans are submitted to the respective Heads of the Department for their review. The teaching plan files of each Department are then shared with the Principal for appraisal. The teaching plans along with the evaluation rubrics are shared with the students. The Heads of the Department monitor regularly to ensure that the teachers are adhering to the teaching plan, the class mentors also check with the students to ensure that the course is being taught in an innovative manner and with appropriate weightage to all the content. If there are any complaints from the student they are reported to the mentor, who takes the respective Head of the Department into confidence the resolve the issue. In case it cannot be resolved the matter is forwarded to the Vice Principal and then to the Principal for further action.

2.4 Teacher Profile and Quality

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

Response: 73

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 30.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
09	09	09	09	09

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 16.61

2.4.3.1 Total experience of full-time teachers

Response: 465

File Description	Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 13.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	6	6

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 45.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	42	51	42	48

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.05

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	00	00	00	00

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 33.73

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	5	2	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Sir Vithaldas Thackersey College of Home Science is an Autonomous and conducted college of SNDT Women's University. The college has a separate Department of Examinations with Controller of Examinations (COE) and Deputy Controller of Examinations (Deputy, COE). The department regulates and conducts all the examinations of the three years degree program and all self finance programs of the college.

The college follows a curriculum with choice based credit system. The credit template has Generic electives, Skill and ability enhancement electives, Core courses and Discipline specific electives. The template has an even distribution of credits across the six semesters. There is equal weightage given to theory and practical courses. For majority of the courses there is Internal and External evaluation however some courses have continuous assessment system. The weightage for Internal and External evaluation is 50: 50. The Internal assessment comprises of a written unit test of 25 marks and the remaining 25 marks are assigned to various assignments, projects, quiz, presentations, role play etc.

The college has a robust mechanism of evaluation. The facility of continuous assessment helps in graded learning and multiple opportunities to evaluate the students. This is supported by a defined rubric based on the learning outcomes designed for each course. This system makes the assessment unbiased, transparent and objective. The students are engaged in the entire process of evaluation and are motivated to perform better.

A standard template of question papers is shared with defined weightage given to different types of questions including, objective, short answer, descriptive and applied questions. Each question paper is set & evaluated by a combination of internal and external examiners. The answer sheets are subjected to moderation. The facility of photocopy/re-evaluation of the answer sheets is provided to the students on request. This has resulted in higher satisfaction and fewer grievances in evaluation process.

Examination planning and scheduling is done through automated invigilation timetable. The software solution makes sure the optimum use of class rooms and supervisors. Web based custom software solution helps in examination form generation for regular as well as repeater students. Last minute exam applications are easily accommodated because of custom solution which is well blended with the entire process. Cumbersome tasks such as seat number generation, hall ticket generation, seating arrangement etc. are done in few minutes. This improves the efficiency of entire examination team. Online paper correction is performed on scanned copy of papers. Scanned version will last for longer duration and won't take any storage space in store rooms. Post paper correction – results are made available to students on website. Individual students can access their results online. Mark sheets, reporting and summary reports are automatically generated from software solution. The automated solution helps in reducing the human errors, improves the efficiency of staff members. Teachers are able to focus more on teaching rather than spending more time in manual administrative activities. There are still areas of improvement which we are currently developing. E.g. Online requests for verification /reevaluation /transcripts /duplicate marksheets etc.

File Description	Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The Program Outcomes have been clearly stated in all the important documents such as brochure of college and prospectus and also displayed in the college premises. The Program Specific outcomes for each of the specialization have also been clearly stated in documents such as brochure of college and prospectus. The Academic display of career options at the college which is exhibited when Vocational Guidance talks are organized and also when admission process is initiated includes details of Program Outcomes and Program Specific Outcomes. During April and May as many parents and students visit the college for inquiry about the programs offered and in June and July when students are in the process of seeking admission or have just secured admission in the college the Academic display of career options is exhibited. Along with the display as a part of the Student Friendly Initiative, an Vocational Counselling Desk is setup where in staff and students are available to provide further guidance to the students pertaining to Program and Course Outcomes.

Once the student has taken admission into a program the students are given a syllabus of their program which has details of not only the Program Outcomes, Program Specific Outcomes, Course Outcomes and also detailed course content and Learning outcomes for each unit of each course. A copy of the syllabus is also available with the Library, Examination Department and Department Heads and Teachers.

On the first day of college for the students of F.Y.B.Sc .and their parents the college organizes an Orientation Program In the General Orientation program the Principal shares the Program Outcomes with the students. In the Departmental Orientation which is scheduled after the General Orientation the departmental Head discusses the Program Specific Outcomes. At the start of each course the subject teacher orients the students to the Course Outcomes and Learning Outcomes. When preparing for examination and having revision of learning the students attention is drawn to the Course Outcome and Learning Outcomes by the subject teacher.

The Program Outcomes, Program Specific Outcomes and Course Outcome are also displayed on the website.

File Description	Document
Link for Additional Information	View Document

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

Response:

The new Program Outcomes were drafted before initiating the new program for the Bachelors program for the new specialization program. These Programs were finalized in consultation with the Principal, Vice Principal, Controller of Examination and Heads of the Department. These Program Outcomes were further used as a a direction in planning the Program Specific Outcomes. Subject Experts were invited to ensure that the Program Outcomes were appropriate. Each Department in their respective Board of Studies Meeting further brainstormed and finalized on courses titles and their outcomes keeping in mind the Program Specific Outcomes

Learning Outcomes were further developed which would lead to the attainment of Course Outcomes. These Learning Outcomes are the guidelines for teachers in planning lessons and assessment of students through various assessment methods.

The attainment of Course Outcomes is measured through the performance of students in their various assignments and examinations. All the assessment papers are reviewed by the respective Head of the Department to ensure that the students are assessed for all the Learning Outcomes. Midway through each semester the student's performance is checked by the respective Heads of the department. At the end of each Semester information of students performance in each specialization is also summarized by the Examination Department and shared in the Staff Meeting.

Feedback from students through Mid-term forms and Exit forms also helps the college to identify courses which are perceived to be effective or ineffective. Besides this feedback from stake holders such as institutions where the students go for field work or seek employment is also taken to understand the students professional competencies and overall development of personality. The teachers of the college supervise students to gauge the extent to which the Program Outcomes have been achieved specially at 3rd year level when they are expected to work in real life setting, get involved in doing community work or are placed for internship.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 89.07

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

Response: 375

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

Response: 421

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

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

Response: 279.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
261.5	0	0	16.4	1.45

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

3.2.2 Number of research centres recognised by University and National/ International Bodies	
Response: 0	
3.2.2.1 Number of research centres recognised by University and National/ International Bodies	
File Description	Document
Names of research centres	View Document

3.2.3 Percentage of teachers recognised as research guides	
Response: 10.71	
3.2.3.1 Number of teachers recognised as research guides	
Response: 3	
3.2.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 28	
File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year	
Response: 2.32	
3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years	
Response: 13	
File Description	Document
Supporting document from Funding Agency	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The academic and research expertise of the college continually contribute to the innovation ecosystem which enables to impart skills and create jobs.

Every department offers a range of courses and choice-based electives that enable

1. Skill Development
2. Community need and business Opportunity Evaluation
3. Innovation and Idea generation
4. Entrepreneurship Mindset

Entrepreneurial ventures help translate ideas from the academic research to practical ideas that benefit communities.

Entrepreneurship Incubation and Placement Cell (EIP) supports budding entrepreneurs in various stages of building a business – problem identification, idea generation, product development, operations, go-to-market, finance management and scaling. While participants from all stream can avail the facilities, the thrust areas will be Food Product Development, Nutrition and Healthcare products, Lifestyle and Home-décor products, Textile and Jewellery designing, Photography and Graphic Design.

The present infrastructure, laboratories, equipment and instruments is used by the students, and other necessary instruments/equipment will be purchased on need basis. Alumni can also benefit from technical expertise provided by academicians and experts in the field.

The Alumni Association is involved in promoting entrepreneurial activities by bridging students and alumni with apprentice-ship and mentorship opportunities. The Alumni Association and the Incubation Centre will be working in collaboration to achieve the desired objectives

A. . Department of Food, Nutrition & Dietetics (FND)

The FND curriculum has several courses that impart students with the skills that can translate into potential business ideas:

- a. Bakery : An introduction
- b. Food Preservation and Food Quality Control

- c. Basic, Specialised & Therapeutic Dietetics
- d. Entrepreneurship

In these courses, students learn to develop new value-added food products which are healthy and therapeutic in nature.

B. Department of Textile & Apparel Designing (TAD)

The curriculum has courses that encourage entrepreneurship such as

- a. Advanced Pattern making
- b. Surface ornamentation
- c. Fashion craft
- d. Tie and Dye

C. Department of Human Development Department (HD)

The courses that support entrepreneurship are

- a. Management of Child Development Program
- b. Computer Application for Learning Aids
- c. Life Skill Training
- d. Management of special events for children
- e. Creche mgmt. and infant stimulation

F.A.C.E. (Family and Child Enrichment Centre) is a counselling and remedial centre (under RUSA) where activities such as workshops, family therapy, recreational activities and language enrichment are carried out.

D. Department of Mass Communication and Extension (MCE)

This department offers–

- a. Marketing and Advertising
- b. Digital Photography

- c. Corporate Social Responsibility
- d. Dubbing and Voice-over
- e. Video Production

The third-year students (under the subject - Entrepreneurship Development) create articles and conduct activities in the areas of photography, graphic designing and marketing & advertising.

E. . Department of Resource Management (RM)

The courses that imbibe entrepreneurship are–

- a. Entrepreneurship Management
- b. Set Design
- c. Residential and Commercial Interior Design
- d. AutoCAD and Advanced AutoCAD

Annual exhibitions are organised such as Kalash, Nirmiti by Department of Textiles and Resource Management respectively. The learning outcomes of the students for the entire year are showcased.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years**Response: 1**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years**Response: 3**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	0	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years**Response: 9**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	0	1	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document
Contact details of the promoters for information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	

3.4.3 Number of Patents published/awarded during the last five years

Response: 1

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 1.67

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 5

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 3

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response: 3.87**

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	28	27	22	9

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response: 2.12**

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	8	15	11	10

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.06

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 2

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 6.61

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3	0.25	0.06	2.5	0.8

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0.5

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0.5

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

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

Response:

Sir Vithaldas Thackersey College of Home Science (Auronomus) is actively involved in extension activities in the adopted village, Chinchani, Dahanu, Maharashtra. Some of the activities that were conducted during the last 5 years are listed below:

1. National Service Scheme of College launched website (www.diemakermumbai.com) for diemakers to enhance their business by online marketing and publicity. The website www.diemakermumbai.com is available since 2017. This website helps the die makers to get business orders directly without any third-party involvement.

2. One day Nutritional and Health Awareness Seminar for School going girls was conducted at Chinchani village. Interaction and dietary assessments of these adolescent girls revealed that the nutritional status of

families was poor. Consumption of milk and milk products was observed to be inadequate. Fish and rice were staple for the girls.

3. NSS unit of college organized one day workshop on Anemia Eradication for school girls. Nearly 80 girls of KD High school participated in this activity. Almost three fourth of the adolescent girls were anemic. Diet counselling and nutrition education were provided to the anemic adolescent girls.

4. A workshop on Health and Hygiene was organized for pregnant and lactating women of Chinchani village. Pregnant and lactating women were targeted so as to bring awareness among them about the importance of health and hygiene. A total of 82 women benefitted from this workshop.

5. Chinchani Dist-Palghar is famous for Chikku and Amla cultivation. Since last two years, the NSS unit of college has been conducting workshops of Chikku, Amla and Bye Product preparation for village women. Half day training workshop was conducted; recipe demonstration and marketing of bye products like Chikku Leather, Chikku Squash, Chikku Juice, Chikku Jam, Amla Juice, Nimboo Jam and pickles was organised. More than 80 members of women benefitted from this workshop.

6. Training program was organised for ICDS women on waste management. This activity provided hands on training to 80 ICDS workers to recycle daily generated waste into paper bags, rugs and cloth bags with minimal resources.

7. Workshop on Science Behind Superstition for the adult community at village Chinchani was organized by NSS unit of college in association with Maharashtra Andhshraddha Nirmulan Samiti to alleviate common taboos and superstitions. The participants discussed various superstitions that they followed in daily life and the experts demystified the myths.

8. Training for Madhubani and neon Printing for village women and girls was organized. Hands on training on Madhubani and Neon printing was provided to 82 school going girls, and village women. A range of audio-visual aids, color and dyes etc were provided during this training.

9. NSS volunteers conducted a survey on Mid-Day Meal Scheme in Chinchani village. During this survey NSS volunteers recognized the need of alteration in menu and the same was conveyed to the Trustee of K.D. High school of Chinchani. Based on the guidance, the management tried many experiments like changing pattern of daily menu served to children.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government

/recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 43

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	6	7	9	10

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

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

Response: 51.24

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
453	13	318	409	593

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 5.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	2	1	2	3

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

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 516

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

2017-18	2016-17	2015-16	2014-15	2013-14
249	119	74	46	28

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

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

Response: 20

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	4	1	0	3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sir Vithaldas Thackersey College of Home Science (Autonomous), is located in a composite building of the S.N.D.T Women's University, Mumbai. It is spread over 21 acres with an interesting architecture of free flowing spaces, amidst a tree lined main avenue. Built in 1973, it was designed by Sir Charles Correa with a handsome grant by the Thackersey family. The campus is located in one of the prime suburbs of Mumbai (Santacruz), near Juhu beach. It is well connected with the main railway routes, and a good network of BEST buses. The College is in close proximity of Lion Garden, Ram Krishna Mission, Domestic Airport and Nanavati hospital.

Classrooms and Laboratories sizes vary to accommodate large and small batches of students. (Theory courses- 80 to 120 students, Practical and Specialized courses -20 to 25 students). Each classroom is equipped with suitable furniture, good ventilation, and adequate light. Most classrooms are ICT enabled, equipped with LCD projectors and LAN connectivity.

To support varied curricular needs of students, Wi-Fi enabled BYOD zones have been created in various key areas of the college, such as Computer Resource Center, Library, Administrative area. Computer resource center includes a fully equipped computer laboratory and a separate student browsing area.

A Virtual Classroom has been created to support multiple devices with internet and Wi-Fi connectivity, for conducting group training, webinars, on-line programs and other innovative learning activities.

The Computer Server Room acts as a nodal centre to support the ICT needs of the college.

Experiential learning is encouraged through the provision of well equipped laboratories and studios. Activities undertaken are Photography, Sound Recording, Quantity Food Production, Food Testing, Ergonomics Experiments, Art and Design Work, Carpentry, Interior Design Projects, Fabric Manufacturing, Garment Construction, Dyeing & Printing and Window Displays.

As per statutes of the Autonomous college there is an independent Examination Department which is fully equipped with ICT support and internet connectivity.

Laxmiben Thackersey library is fully automated and is supported with SLIM 21 software. It has more than 8,500 books and bound periodicals and seating area for 55 persons.

Faculty rooms are segregated as per the departments and shared by 4-8 faculty members each. These spaces enable effective student teacher interaction on personalized basis. The rooms are equipped with appropriate furniture and storage facilities along with LAN enabled computers.

Student Support Facilities include Medical room, Counseling Center and student areas like Common room, large foyer spaces which are used for various events and informal gathering of the students. A

common foyer outside the Mini Auditorium is also available as an open multipurpose space for academic and cultural activities.

Hostel accommodation is provided by the S.N.D.T. Women's University for all the colleges and departments of the Juhu campus. The campus has a bank facility with ATM.

Consumer cooperative store is situated in the campus which provides textbooks, stationery, other academic essentials. Photocopy and printing facility is also available within the premises.

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

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

Response:

The College is a constituent part of the composite building in the spacious green campus of SNDT Women's University, Mumbai. Thus the institution has an additional benefit of utilizing and sharing all the facilities provided by the University on campus. The campus has Maharshi Karve Auditorium (Big-Auditorium), with a seating capacity of 800, the J.H.Center for Educational Technology (Mini-Auditorium), with a seating capacity of 125 which is the hub for cultural and other activities throughout the year. A spacious foyer outside the auditorium accommodates a seating arrangement for 150 people and is a popular venue for fashion shows, street plays, mimes, cultural events as well as exhibitions. It is a serene spot adjacent to a lily pond and thus also used for Yoga and meditation sessions conducted as co-curricular and extracurricular activities by the college. During the heavy Mumbai monsoon, it is also used for hosting sports activities.

The College has a large stepped entrance which seamlessly continues into the main spacious stepped foyer inside. This creates ambience of an amphi-theatre and has been used for several events like exhibitions, cultural activities and student gatherings.

The campus has two large grounds, spacious enough to host sports events. There is a concrete Basketball court, two Volleyball courts and 200 meters track for athletics.

The College also organizes Annual sports event in December every year and motivates all the members of teaching, non-teaching, and student community to participate.

During mid-term and summer vacation, coaching camps in various games viz. Cricket, Volleyball, Basketball and Athletics are organized by the institution.

The College has a Sports Coordinator who ensures that all the events hosted and organized by the University are communicated to the students. They are encouraged to participate and represent the institute/ university in varied sports and games like Taekwondo, Judo, Basketball, Volleyball, Cricket, Badminton, Table Tennis and Fencing to name a few. The basic sports material is available for the students to enjoy these activities.

The College has an active Gymkhana (Cultural) committee to take care of the extracurricular activities. A faculty member appointed as Chairperson, works as the advisor to Student President. The President and her team of Gymkhana committee members are the moving force. They plan the intra-collegiate event 'Splash' which offers ample scope for the students to explore their talent through the competitions planned in categories like Literary, Fine arts and Performing arts. The students are also encouraged to participate in the intercollegiate cultural events organized by other institutes on competitive and noncompetitive basis. This committee is also responsible for the Annual College day planning and execution. The event is usually hosted at Patkar Hall, SNTD Women's University, Churchgate campus. The College provides all the training and technical support for events like fashion show, dances, plays etc.

The College has in-house technician and on-site computer engineer to support the audio-visual and other media needs for these events.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 78.13

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 25

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

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

Response: 16.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
63.44	11.95	13.02	8.53	4.0

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Automation of Laxmiben Thackersey Library using Integrated Library Management System (ILMS)

Laxmiben Thackersey Library is using Integrated Library Management System (ILMS), SLIM 21 software since 1998. All the library operations have been fully automated since then with upgraded modules.

System for Library Information Management (SLIM) is one of the most popular library automation software in India (particularly in Maharashtra / Western India). It is in existence for nearly twenty five years. It is one of the few library automation software which has survived over a quarter century. SLIM is state-of-the-art software for all housekeeping operations of any library / information / documentation centre as well as archive. SLIM21 has tie up with Amazon, Google books etc. to fetch data into the system.

Over the years, SLIM has introduced various modules by taking into account the growing needs of libraries, and we have upgraded the same.

Sir Vithaldas Thackersey College of Home Science (Autonomous) was the first college within Mumbai region to shift from DOS to Windows version of SLIM with following modules:

- 1.Acquisition
- 2.Cataloguing
- 3.Catalogue browser
- 4.Serials control
- 5.Circulation
- 6.Article indexing

Over the years, following modules were added till date:

- 1.Web OPAC
- 2.Statistics
- 3.Digital library
- 4.Online member registration
- 5.Library visitors' log

As College renews software AMC every year, all the modules are getting updated every year.

The Library uses bar-code scanner for counter operations and stock-taking. All books, serials, video cassettes, etc. have been bar-coded. Similarly, all members have been provided with bar-coded library cards. Teachers can access their current borrowings and past transactions by logging in the Web OPAC with username and password provided to them.

Use of SLIM21 has facilitated in generating various reports in regard to all modules mentioned above. With user-friendly catalogue, finding documents has become easy for staff, and students. Overdue documents can be tracked easily. Stock-taking is facilitated by use of bar-code technology. Subject / department / budget wise bibliographies / various lists can be generated instantly.

The Librarian is encouraged to update and train for the new technologies in the field. The librarian has attended workshops and training programs, such as - JSTOR India User's Forum, 'Accessing American Library Information Resources', 'Automation and Library Networking', 'Design and Development of Digital Libraries using GSDL – Basic'.

File Description	Document
Any additional information	View Document
Any additional information	View Document
link for additional information	View Document

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

Response:

Collection of rare books and manuscripts in the possession of

Sir Vithaldas Thackersey College of Home Science (Autonomous)

Sir Vithaldas Thackersey College of Home Science was the first College in the state of Maharashtra to gain Autonomous status in 1995. The Laxmiben Thackersey Library was established in 1997. Prior to that, college students and teachers were using the Bharatratna Maharshi Karve Library – Juhu branch (now called as Knowledge Resource Centre) which belongs to the parent SNDT Women’s University, Mumbai. The Knowledge Resource Centre, has a rich collection of rare books, manuscripts, etc.

The institution is a constituent College of SNDT Women’s University and gets the benefit of using the facility of Knowledge Resource Centre of the University. College students and teachers have membership and can access the vast collection of physical and online library resources.

- The prized collection at Laxmiben Thackersey Library is ‘Life and Speeches of Sir Vithaldas Thackersey’ authored by Hiralal Lalubhai Kaji and published by D. B. Taraporevala Sons & Co. in 1934.
- Another jewel that the library has is ‘Home Economics in Higher Education: Criteria for Evaluating Undergraduate Programmes’. It is a report of Committee on Criteria for College Programs in Home Economics, American Home Economics Association published in 1949. The Home Science programme had its origins from United States of America where the discipline was called ‘Home Economics’, the report provides details of the same.
- Dr. (Mrs.) Rajammal P. Devadas was the founder of Home Science education in Indian higher education system. Following of her books are in our collection:

1. Teaching of Home Science in Secondary Schools: 1958
2. The Meaning of Home Science: 1958
3. Textbook of Home Science: 1959

- ‘Manual of Child Psychology’ (second edition: 1954) edited by Leonard Carmichael (Smithsonian Institution), published by John Wiley & Sons, Inc. is a magnum opus running around 1300 pages in a single volume.
- ‘Child Behavior and Development: a Course of Representative Studies’ (1943) edited by Roger G. Barker (Stanford University), Jacob S. Kounin (University of Illinois), Herbert F. Wright (Carleton

College), published by McGraw-Hill Book Company, Inc. is one of the earliest edited book on the subject. Separate subject index and author index enhance utility of the book.

- 'Handbook of Chemistry and Physics: a Ready-Reference Book of Chemical and Physical Data' (42nd edition: 1060) by Charles D. Hodgman (editor in chief), Robert C. Weast (associate editor in charge of chemistry), Samuel M. Selby (associate editor in charge of mathematics), published by The Chemical Rubber Publishing Co. is a reference publication comprising nearly 3,500 pages in a single volume.

In total, Laxmiben Thackersey Library has in its possession 84 books published before 1960. The library has a specialized collection of books in the area of Home Science education, they encompass a variety of subjects including Home Science, Food and Nutrition, Child Development, Child Psychology, Educational Psychology, Textile Fibers, Textile Finishes, Consumer Research, Economics, Mass Communication, Nursing, English Grammar, Prose and Poetry, Methods of Research along with a few rare novels. All the books have been arranged as per their classification number in library collection.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 3.04**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
2.79	4.38	2.40	4.11	1.54

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 27.7**4.2.6.1 Number of teachers and students using library per day over last one year**

Response: 236

File Description	Document
Any additional information	View Document

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

The College has spearheaded in the use and updating of Information Technology infrastructure in academic process, administrative functioning and library usage in a very effective manner. The College has a policy drafted for ICT for the same.

The College is a proud recipient of the Autonomy Grant for the last three decades and also has got the coveted honor of College with Potential for Excellence grant from 2008 to 2020 in three consecutive phases (CPE phase I, II, III). These grants have enabled the College to upgrade the IT infrastructure. The College has strengthened the technology enabled teaching learning process during this phase by creating a technology enabled academic ecosystem comprising of smart class rooms with computers and LCDs. The course work utilizes advanced tools like specialized software as per the academic needs; e.g. AutoCAD (educational version) for courses in Interior Design, Adobe Photoshop (Image Editing) for Digital Photography, Adobe Premiere and Final-cutpro for Video Editing and Pro-Tools and Nuendo for Audio Editing, Nutrition software like Diet-Cal, Nutritionist Pro etc.

The College has progressively increased the computers and peripherals like printers, scanners, internet facilities. All classrooms and laboratories are equipped with computers, digital projectors and internet. This facilitates dissemination of ICT enabled teaching-learning. The use of 'aSc' timetable software optimizes classroom allocation.

The College has taken the initiative of using free Online software like Inkscape and Gimp to make ICT available to all students. These software substitute popular but expensive versions available in the market, thus enabling all students to access and use technology for completion of assignments.

The computer laboratory is enhanced with newly configured PCs. The browsing center is a boon for economically weak students who are unable to access ICT facilities for academics. The College has further ventured into student friendly initiatives such as BYOD zones to facilitate use of internet at all times while in the premises. Wi-Fi enabled zones are conducive for students who can get their own devices (laptops, phones, tablets etc.) for curricular and co-curricular activities.

CPE phase III grant has enabled the College to develop a Conference and Training Room (Virtual Classroom) and also upgrade the Computer Resource Center for students. Multiple ports are provided along with a high speed Wi-Fi facility to host webinars and other digital training programs.

Online Feedback related to the courses from various stakeholders is obtained by using web as well as mobile technology efficiently.

Examination: ICT has been a part of examination process, customized software solutions are now initiated to manage exam work flow, right from generating seat numbers, hall tickets, supervision schedules and mark sheet. Online evaluation process has been initiated in 2017-18.

Administration: The administrative office is adequately equipped with computers, scanners, printers and internet facilities. Appropriate software such as Inward outward software, Tally ERP-9 accounts software, Time-Track salary program and TDS wizard-Annual purchase have helped streamline administration.

Annual Maintenance: To be on par with latest innovations, software licenses are revived and computer hardware is up graded on a regular basis.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 7.77

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 47.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
59.08	44.13	46.84	48.97	42.05

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

The institution invests in initiatives like annual maintenance contracts, for upgradation and upkeep of the infrastructure facilities and equipment.

Physical Facilities

Campus Maintenance: The premise of College is a part of the composite building of the S.N.D.T. Women's University, Juhu, Mumbai. The College actively supports and participates in initiatives taken up by the University in all aspects of developing the physical facilities as required and maintenance of premises.

Maintenance of Physical Facilities:

- The College does not have an independent estate office. But the University has a Campus In-charge to oversee the maintenance of the gardens and open spaces in the campus.
- Refurbishment of the physical infrastructure is carried out in a phased manner as per the grants available such as CPE phase I, II and III.
- The ergonomic aspect is kept in consideration while redesigning and renovating the laboratories, and other work spaces.
- College premises such as classrooms, staffrooms, corridors, office blocks, toilet blocks, common spaces are maintained by non-teaching, class IV employees.
- Blackboard surfaces are re-done, Bulletin board flannels are kept in good condition.
- Laboratory maintenance- The laboratory equipment is maintained by respective departments. AMC's are drawn and skilled technicians are engaged as per need.
- Electrical maintenance –Equipment used for curricular and co-curricular activities such as Overhead projectors, Television, Digital Projectors and other audio visual tools are maintained

regularly by electrician appointed by the College.

- Any other repair and maintenance is taken care by the appropriate agency, through AMC or skilled technician. (computers, CCTV's, electronic media, electric water filters, water coolers, air conditioners, pest control and others)
- Civil and structural maintenance is addressed with the help of the University Maintenance Department. The university engineer surveys the premises and in case of structural issues like water seepage, major drain blocks etc. proposes corrective action.
- Water supply & plumbing is also maintained by the University plumber.

The process of house keeping is streamlined by designating specific areas to the non-teaching staff. The HOD supervises the department laboratories and staff areas. For common spaces and class rooms the Office Superintendent and the Havaladar (Head peon) are in-charge of the maintenance.

Academic Facility

Library Advisory Committee: Recommends as well as approves books and library related equipment required for academic purposes.

- Request for new books and reference material is recommended by the concerned faculty, and forwarded through the HOD. These are then purchased by the library.
- Old and damaged books are maintained by binding with hard covers.
- The journals and periodicals are bound into one set every year.
- Monitoring the library processes and other grievances.
- Being the constituent College of the University, the faculty as well as students have access to the facilities of the University library in the same campus.

Information and Communication Technology (ICT):

The ICT committee oversees the up-gradation and maintenance of instruments, internet facilities and peripherals.

Annual Maintenance Contract (AMC) for computers, net facilities, printers, scanners has been given to agencies and operation maintenance personnel are available for specific requirements. Any up gradation of computers and related programs are discussed with the technical experts and finalized.

Process for using the ICT equipment is structured. Most of the classrooms are equipped with fixed projectors, screens, and computers. The students and the faculty are expected to fill requisition slip and book the equipments well in advance, duly forwarded through the HOD or OS, for use of in-house curricular, co-curricular activities and extension work.

A complaint book for all ICT related grievance is centrally maintained in the office premises. The complaints once entered are resolved at the earliest. For day to day requirements a resident technician is available from 10 am to 6 pm on all working days.

Time table: The time table committee uses the 'aSc' timetable software for optimum use of classrooms. Regular online updating of the software is done. This software provides an interface which shows a complete picture of various occupancies and engagements of rooms, faculty and students.

Support Facility

Purchase and Finance: Varied requirements are put forth by the departments and other committees to the Principal. Quotations of equipment or material above Rs. 5,000/- are invited by the purchase committee based on detailed specifications. This is further taken up for approval in the Finance board, based on the expenditure planned, below mentioned processes are followed:

- Expenditure below Rs. 1 lakh - 3 quotations are invited
- Expenditure between Rs. 1lakh and Rs. 3 lakh - web notification on the SNDT Women's University website
- Expenditure above Rs. 3 lakh - e-tendering process on Maharashtra Government e-tendering portal.

All the purchases require an administrative approval through statutory bodies like Finance Board and Board of Management (Governing Body) and defined protocols as per the Maharashtra Accounts Code are followed.

Administration: Administrative processes are streamlined by use of software and other systems.

- Tally ERP-9 - Accounts software
- TimeTrack - Salary program
- TDS wizard-Annual purchase

Sports Facility: The University campus has ample ground space for sports activities. It is available for all the colleges in the premises. The grounds are maintained by the University Campus Committee. The basic sports material and equipment is purchased and maintained by the college. The college also organizes Annual sports event in December and motivates all the members of teaching, non-teaching, and student community to participate.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 1.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	27	0	0	0

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

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

Response: 1.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	8	8	5	13

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 26.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
227	189	198	187	161

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 4.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	6	13	11

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

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

Response: 16.44

5.2.2.1 Number of outgoing students progressing to higher education

Response: 37

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

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

Response: 21.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	1	0	2	8

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	28	25	20	18

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

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

5.3.2 – Activity of Student Council & representation of students on academic and administrative bodies/ committees of the institution

Sir Vithaldas Thackersey College of Home Science (Autonomous) has always provided an array of opportunities to the students to showcase their talent, knowledge and skills. One of the major platforms

provided for the students is the Gymkhana, wherein they put in their leadership and management skills together to put up various events and usually are able to motivate and set benchmarks for the other students of the college.

Our students are involved in and play a major role in different administrative bodies/ committees of the institution as following;

- Member Board of studies of each department
- Member Academic Council
- Magazine committee members
- Discipline committee members
- Anti- ragging committees, student representative
- Internal Complains Committee, student representative
- Grievance committee, student representative

Participation of students in the Board of Studies and Academic Council helps the college in upgrading the syllabus. They have the freedom to express their opinions and give suggestions, which helps in improvising the courses and teaching methodology.

Participation as a member in the Student Council begins right from the first year when there is competition during elections amongst around 500 students, till the end when it's time for farewell. It comprises of various posts such as, President, Vice President, Gymkhana Secretary, Sports Coordinator, Cultural Secretary (SNDT), etc.

Being a part of Student Council is not only a privilege, but it also enhances many values and virtues and helps in the development of many qualities including confidence, honesty, effective communication and persuasive skills, responsibility, accountability, resilience, honouring the commitment, empathising your fellow mates and working in a team.

Every year the sports committee organises an orientation program, select workshops, training programs, and there is regular coaching for various Sports activities like volleyball, basketball, kho-kho, badminton etc. This helps college to prepare and select college teams to participate at Inter University level programmes.

The student council is very busy throughout the year organising various events in the college and representing student views to staff and management on various issues. It is backed by a strong teacher's team whose constant support stays commendable. Throughout the year there is quite a lot of learning which happens due to team work which was more qualitative. Influencing and motivating the colleagues and initiating participation amongst students for various events is another challenge which the team faces, but is well accomplished.

Trained and capable students who represent college also get opportunity to represent university for state and interuniversity program like youth parliament, Ashwamedh, west zone competitions. Students also perform programmes for Independence Day and Republic Day celebration at SNDT University campus.

The college is also instrumental in providing opportunities by training students for participation in various inter-college events done through the same committee. The journey of their involvement in organising various Gymkhana activities leads to their overall personality development.

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

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

Response: 8.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	6	7	7	15

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

5.4 Alumni Engagement

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

Response:

Contribution of Alumni to the College

Alumni of any educational institute define the institute in many ways, particularly with their career graphs, professional achievements and contribution to the institute. The Alumni of the college has been high on professional achievements and bringing back to the college their experience, knowledge and various other

contributions. The college has successfully registered the alumni association in the month of December, 2018. However, the departments have had a practice to stay connected to their students through the digital media.

The Alumni have been continuously contributing to the college in the following ways:

1. Visiting Faculty

Alumni regularly come to college as Visiting Faculty to teach subjects related to their professional experience. This gives the added value of industry or field experience for the students to understand the subject in its practical application as well.

1. Knowledge Sharing

Regular interaction of students with the Alumni from various fields enhances their understanding of their classroom learning. The Alumni share the practical knowledge and their learning through their professional journey, what the students should gain from college, what to avoid, the challenges and ways to overcome them.

1. Career Guidance to Students

Career Guidance is the time they decide their internships, placements, higher studies and choice of profession. Alumni interact with the students on work opportunities in their specialization. They also guide the students for pursuing higher studies by giving information about the kind of courses available, entrance exams, scholarships, etc, including guidance on preparation for the entrance exams.

1. Placements to Third Year Students

Several Alumni offer Internship and Work placements to Third Year students on the completion of their course. Being from the same academic background it helps students to understand and excel in their professional life.

1. Board of Studies

Alumni are a part of the Board of Studies and contribute towards designing of the syllabus and the practical knowledge that the students need to have, based on their industry experience.

1. Academic Council

Alumni contribute to the overall quality of education being imparted by the college by being a part of the Academic Council of the college. This keeps the college up to date with the latest industry trends and has a check on the relevance of the education being provided to the students.

1. Industry Network

Alumni bring with them their professional network, both nationally and internationally. Through this network, the college gets expert professionals who provide exemplary guidance to the students through guest lectures. The students, at an undergraduate level, also get connected to the industry at large. Several joint programs by the college and industry experts have been facilitated by the Alumni.

1. Alumni and Student Driven Initiatives

Alumni are active participants in the SVT Alumni Association and other initiatives of the college. The alumni association is an example of initiatives driven by Alumni. These initiatives also form a platform for the Alumni to share their expertise with the college in a constructive manner.

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs**Response:** 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	1	1	1

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Sir Vithaldas Thackersey College of Home Science (Autonomous) has clearly defined Vision and Mission statement which constantly guides the functioning of the institute. The endeavours of the staff and the students guided by the Vision and Mission statements create an enriching learning experience for holistic development of the students.

The Governing body helps in taking policy decisions at all levels of functioning of the institution. The chairperson of the Governing Body is the Vice-Chancellor of the SNTD Women's University, Mumbai. The institution has a five years perspective plan (2014-19) in place which reflects the vision and mission of the institution. The college follows a participative model of governance with democratic decision making. There is adequate representation of faculty and students in all statutory bodies like Board of Studies and Academic Council. Senior faculty in rotation are also members of Finance Board and Board of Management (Governing Body) and contribute in decision making.

For example, all faculty are members of the Board of Studies of their Departments and thus get an opportunity to contribute in academic process. They interact with different stake holders including students and bring the cumulative learning to strengthen the curriculum in the meetings which is discussed under subject specific agenda. The resolutions of the Board of Studies are further taken to Academic Council to seek approval to make the suggested changes. It may be added that the Academic Council also has complete representation of faculty from all departments, University representative, professional experts and student representative.

All Heads of the Departments customise their yearly plans in line with the perspective plan of the institution. The Departmental yearly plans include the proposed activities, budgets, time lines which are shared with the Head of the institution for approval and executed thereafter. The overall administration of the college is focused around the most important stakeholders of the institutions- the students of the college. The core administrative team consists of Principal, Vice- Principal, Controller of Examination, Heads of the Departments and the Office Superintendent.

The college has a strong mentoring system with one faculty mentoring every twenty to twenty-five students. The mentor- student connect helps to resolve all academic and non-academic issues faced by the students.

Training and workshops are organised for staff members to keep them motivated and focused. Teachers are also encouraged to undertake research and publish papers in various journals. The Institute has strong linkages with industry and opportunities are provided to the students for career orientation, internship and placement.

The leadership is conscious of the ever-changing needs of the society hence the institution is geared up to regularly modify the curriculum as per the dynamic academic requirements. Choice based credit system

incorporated in 2016 is one such effort in this direction. There is a positive environment to favour upgradation which translates in bringing about changes in SVT ICT policy, infrastructure and training of the staff.

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

6.1.2 The institution practices decentralization and participative management

Response:

The institute operates in a manner that exhibits decentralised system of Governance, Leadership and Management. The five departments, namely, Food Nutrition and Dietetics, Human Development, Mass Communication and Extension, Resource Management and Textiles and Apparel Designing have a participatory decision making process involving curriculum development and the allocation of funds. The curricular and co-curricular activities of the Departments are channelized through the Heads of the Department, Committee Heads and even the student Office-bearers. The Principal acts as a final decision maker but values all the suggestions provided for the functioning of the Department or the Committees. The decisions related to curriculum, activities of the students and the planning of the calendar of the college is a joint decision with-in the Department and then shared with the Principal for her perusal.

The institute has constituted various committees to plan and execute the curricular and co-curricular activities. The committee generally comprises of the teaching staff, student volunteers and even non-teaching staff. These committees are responsible for plethora of integral tasks paramount for the success of the institute. Myriad of functions starting from those related to IQAC, Academic Industry Interface, Self-Financing, Admission, Examination, Purchase, College affairs are conducted by around twenty committees all planning and executing tasks in democratic manner. The work of the committees begins at the start of the academic year and the planning is completed for all the activities to be undertaken in that specific year before the commencement of the semester.

The committee members along with the Head of the Committee present the plan of action of the entire year to the Principal who ratifies the decision of the committees. Before the end of the academic year each committee Head makes a presentation in the presence of all staff members and Principal to express the extent of the task achieved by the committees. The committees plan and execute independently and the Principal plays a role of a participatory manager with complete decentralisation.

Case Study: Gymkhana Committee is an important committee which is responsible for the planning and execution of co-curricular activities for the students. This committee has a goal of developing the inherent talent and bringing out the latent potential of the students. The committee comprises of a Chairperson, Co-chairperson, Mentor, Members who are staff and students. The Gymkhana committee is a popular committee with the students and the staff hence it has a major responsibility of sustaining the interest of all.

The committee meets regularly and not only at the beginning of the academic term to strategize the plan of

action. The students are inducted into the committee as Office-bearers to carry forward the tasks of the committee assigned to them. These Office-bearers are elected democratically from the elected Class representatives, Gymkhana representatives and Sport representatives from each batch of the class.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

The Institution has a Perspective plan for a duration of five years (2014-2019). Its highlights include – Introduction of new courses; Restructuring of curriculum; strengthening teaching learning process; Research and Publication and Community Partnership.

The activities successfully implemented under Research and Publication are:-

Development of attitude of scientific inquiry and research – College has successfully inculcated the scientific temper in students through subjects like Research Methods in respective specializations. The students are engaged in community-based projects. Example: - Students of Food Nutrition and Dietetics, in the subject of Geriatric Nutrition undertake community-based research projects focusing on Nutritional and Health Status of the elderly in old age homes and in the free-living community population.

The details of the Minor Research Projects undertaken by the staff in the last five years is as follows:-
 “Effluent Load Assessment of Maheshwari Textile Processing and Suggesting Remedial Measures for Its Reduction”, Principal Investigator, Mrs. Vidya R. Thakur ; “Retention Of Indigenous Knowledge System In Textiles In North East India” by Principal Investigator Dr. Neera Barooah, “Ergonomic Study of Musculoskeletal and Postural Problems among Residential Building Sweepers” Principal Investigator Mrs. Hemani Malhotra; “Assessment of Micronutrient Profile of Jaggery Containing Processed Products Consumed by Inhabitants of Selected Areas in Maharashtra” Principal investigator Mrs. Sulakshana Mohan Mane, “Estimate of Resistant Starch, Content of Selected Routinely Consumed Indian Food Preparation, Principal Investigator Dr. Madhuri Nugudkar, “ A Study of General Entertainment Television Channel Of Maharashtra: Organisational Structure, Principal Investigator Dr Rohit Pawar. “Breakfast Consumption and Physical Activities of College Going Students (17 To 21 Years)”, Principal Investigator Ms Roshani Dange. Profile and Problems of Collectors of Post- Consumers Waste Clothing from Urban Households: A Study in Mumbai City by principal investigator Dr Suman Mundkur.

The college hosted a National conference in collaboration with Indian Dietetic Association in Mumbai. The theme was, ‘Joining Hands to Nourish India – Nutrition beyond Nutrients’. The conference had multiple stake holders from industry, professional associations and academic institutions. The entire faculty and students of Department of Food Nutrition and Dietetics participated in the conference as delegates/resource persons/organising committee. The Department of Mass Communication and Extension hosted a UGC funded National Seminar on the theme, “Understanding the Digital Sound – Music /Sound

Recording Techniques.” The Seminar witnessed experts and technicians from reputed National Institutes related to sound recording interacting with participants. The faculty and students participated in paper presentation. Innovative sessions on music harmony with digital and acoustic sound were presented at this forum.

The Department of Human Development organised a UGC funded State level workshop on ‘Qualitative Research’. It was well appreciated with active participation by the delegates across Maharashtra.

The college hosted an innovative workshop on ‘Skill Development for Traditional and Contemporary Art and Craft’. With this a host of traditional and contemporary styles of art and crafts were introduced to the younger generation of learners. A number of craftsmen respected in their field of work participated as resource persons.

The faculty is also involved in publication of papers, books and chapters in reputed peer reviewed index journals and publications.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The core administrative team consists of Principal, Vice- Principal, Controller of Examination, Heads of the Departments and the Office Superintendent. The apex body of the college is the Governing Body (Board of Management) comprising of five members from Management, two Senior Teachers nominated by the Principal one member nominated by the management who is an educationist or industrialist, one UGC nominee, one State Government nominee who is an academician not below the rank of a Professor, State Government Official of Directorate of Higher Education/ State Council of Higher Education, one University nominee and Principal of the college. The functions of the Governing Body are to institute studentships and awards on the recommendations of Academic Council, approve new programme of study and prescribe rules for admission in consonance with the reservation policy.

Academic Council is a statutory body of the Autonomous college. The chairperson of the Academic Council is the Principal of the college. The other members of the council are Vice Principal, Controller of the Examination, Chairpersons of the Board of Studies of different departments, three senior teacher nominees, three professional experts, one government nominee, university nominee, one student representative and one secretary. The function of Academic Council is to scrutinise and approve the proposal of the Board of Studies.

The chairperson of the Board of Studies is the Head of the Department. The other members include Head of the University department, two senior teachers, three subjects' experts nominated by the Principal, two professional experts from industry and two students nominated by the Principal. The function of the Board the Studies is to help the department in reviewing the curriculum, modifying courses and suggest the faculty or expert to conduct specific lectures or be listed as examiners. The meeting of the Board of Studies is held every term and the minutes are presented for the final approval in the Academic Council.

The institution follows the UGC norms for the recruitment process of the teaching and non-teaching staff. The vacancies as against the sanctioned positions are listed every year. The list is sent to the General Administrative Department of the SNDT Women's University. The college applies for the NOC from the office of Joint Director Higher Education, Mumbai. The Directives and No Objection Certificate from the Joint Director is based on the reservation policy. The faculty positions are advertised by the University and the UGC norms are followed for the eligibility and appointments. The promotions of the faculty are as per the UGC guidelines of Sixth Pay Commission.

The service conditions, qualifications, recruitment rules and reservation rules for the appointment of the non-teaching employee is as per the Standard Code (Terms and Conditions of Service) prescribed by the Government from time to time. The promotions of the non-teaching is as per the Seniority in the common SNDT Women's University roaster.

The Grievances of Teaching, Non- Teaching Staff are addressed by the Standing Committee of the SNDT Women's University, as the institute is constituent college of the University.

File Description	Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

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

Response:

The institute places the students as the most important stake holders. Various measures are undertaken by the institute in order to provide a conducive environment for their overall development. The Academic Council and Examination Department continuously deliberate on ways of bringing about welfare measures for the students with Learning Disability. Many activities are initiated to bring each and every student in the main stream of learning.

The college is sensitive to the needs of students with Learning Disability. The right to education focuses on the need to have inclusive education, which means that educating students with Learning Difficulties have the right to fulfilment of their education needs. The college provides equal opportunities to all students in congruence with guidelines given by the state government. This ensures that the children with learning disabilities get equal opportunities to explore their educational potential, eradicate any kind of stigmatisation and segregation so that they can become confident individuals. The college also provides monitory fund for economically weak students under the Students Aid Fund. The students are encouraged to apply for various scholarship and free-ship schemes.

The Department of Examination supports the slow and learning disabled students by providing them with extra time to complete their exam papers. In case a Learning Disabled student needs a writer, provision is made for that too. The declaration of results online has made access to the results an easy process. The exam hall has ergonomically designed furniture to benefit the left handers. The institute is committed to providing infrastructural facilities for differently abled students by way of a lift and ramp to allow easy mobility to the students even on wheelchair.

Understanding their needs of the students with Learning Disability the college offers psychological counselling in order to get useful inputs on emotional stability, time management, team work and in dealing with peers. The counsellor provides important pointers before exam on stress management and time management. The medical doctor and the medical room is also available to the students in case of any medical need.

There is Internal Complaint Committee and Anti-Raging Committee to look into the complaints of students related to sexual harassment and ragging if any. Grievance Committee headed by the Principal and supported by Vice Principal, Heads of the Departments, Junior College Head, Office Superintendent and Student Council President looks in to the grievances and approach the problem with the view to resolve them. Open environment and good rapport between the Learning Disabled students, their parents/guardians

and the teachers helps in resolving any issue pertaining to them without any delay. The mentor to every class is given complete details of Learning Disabled students so that the students open up their issues related to curriculum/ teachers / exam etc. The mentor acts as guide for the students till the end of their graduation program.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institute is committed to undertaking welfare measures taken up for both the teaching as well as the non-teaching staff members. The teaching faculty appointed before 2005 are eligible for the pension benefits at the time of retirement. The faculty appointed after 2005 are covered under DCPS scheme as per rules of State Government. The staff are given leave as per the norms laid down by the University. Loans against Public Provident Fund can be applied for as per the rules. The college has recently initiated a program of welfare for its staff by instituting 10% of surplus income as corpus fund for the staff members.

The staff is encouraged to participate in the Orientation, Refresher Programme, Short Term Courses, Conferences, workshops, seminars in order to upgrade their professional skills. The institute is aware of the increasing stress that the staff undergoes everyday living in a city like Mumbai; hence Stress Management programs are organised to help them become efficient employees. The college counsellor offers counselling for personal and professional concerns. College picnics are organised to bring leisure and the feeling of comradeship between the staff members. Yoga programmes and relaxations techniques go a long way in achieving stress free environment for the staff. The common room for non-teaching staff is a facility which helps them to unwind and develop group cohesiveness.

The college collaborated with Ministry of Japan for TANITA Health Link Program which was extended to all teaching and non-teaching staff for a dietary and life-style intervention with the constant monitoring of dietary intake and physical activity on Body weight and Blood Pressure. The college with the intervention of Kasturba Health Society, Medical Research Centre Mumbai conducted health screening of non-teaching staff. The investigation screened blood count, lipid profile and serum creatinine. The participants had complication related joint pain, generalised debility and obesity. The report revealed the undetected health problems and prevalence of morbidity in the group. The college has planned to carry out a customised dietary and life-style intervention program for all the non-teaching staff.

A study on Dietary Intervention Program, Resistant Starch – A novel food component was carried out on the teaching and non-teaching staff of the college. A beneficial impact was seen on anthropometric parameters and on some of the biochemical parameters of the participants at the end of the two -week dietary intervention period.

The SNDT Women's University conducts regular welfare programs of medical check-ups, annually with

help of Nursing college. The Department of Physical Education organises sports activities like adventure camp, International Yoga day celebration. International Women's Day celebration, Nirtya Mohostav, Maharashtra Day to promote collective emotional, physical and cultural welfare and to promote health and group dynamics amongst the staff. The cultural programmes are organised by the University to promote culture, spiritualism and rapport between the staff of various colleges. The facility of gym provides an opportunity to staff to be physically fit and to give their best to the development of the institute.

File Description	Document
Link for Additional Information	View Document

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

Response: 59.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	17	29	6

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	03	02	07	12

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

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

Response: 77.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	15	29	30	10

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

Sir Vithaldas Thackersey College of Home Science (Autonomous) follows the system of Performance appraisal for the teaching and non-teaching staff as per state government guidelines. The appraisal is done annually which includes confidential report, APBAS and TAQ which is done intermittently. The appraisal form is filled by the staff and the Head evaluates it on the basis of the teaching examination work, research work and projects undertaken by the staff. There is complete transparency maintained in the process and the feedback on the appraisal is shared with staff for bringing about the positive change. The appraisal of the staff is important indicator to the career advancement. The TAQ is an important tool to obtain feedback of the teacher by the student. This is a unique method adopted by the institute which gives the students a chance to evaluate the teacher on the basis of her teaching skills, language proficiency, mode of conducting evaluation and exam, knowledge of the subject matter and her interactions with the students in and out of the class. The results of the TAQ are assimilated and a summary is shared with the teacher. The results of the TAQ are an indication of the perception of the teacher by the students.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college has the Statutory Body of Finance board which has the SNTD Women's University's representation as the finance officer and the Vice Chancellor's nominee. All the financial requisitions of the institution are processed as per the Maharashtra Accounts Code as adopted by the SNTD Women's University. The college prepares the Financial budget(revised and estimated budget) for every financial year which is duly approved by the Finance board before its collation with the budget of the SNTD Women's University. The college uses the PAN card of the SNTD women's University being a constituent college. The internal and statutory auditors are appointed by the University. The college undergoes both the internal and statutory audits for the balance sheets. The observations of the internal audits are shared with the Principal under the heads of highest, moderate and minimum priority and the action taken report is submitted to the auditors. The internal auditors discuss the reports with the statutory auditors before finalizing the balance sheet. The college has been in surplus for the last five years. There is an increase in the surplus and the fixed deposits of the institution in the last five years.

The college gets the auditing done for the utilization certificates for all the Government (UGC, CPE, RUSA-2, XIIth Plan) and Non-Government grants(international and National research grants, Grants from SVT trust).

File Description	Document
Link for Additional Information	View Document

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	4	0

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

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

Response:

The institution works towards strategies for mobilization of funds and the optimal utilization of resources. The college has a strong interface with industry and other organizations. The linkages facilitate collaboration in the form of research projects, consultancy projects, international collaboration with academic bodies. The institution works towards writing proposals for mobilizing Government fund in the form of grants. The college is a recipient of College with the Potential for Excellence Grant (CPE) in three consecutive phases, CPE Phase I (1 Crore) , CPE Phase II(75 Lacs) and CPE phase III (1.5 Crores) from 2008-2020.

The college submitted proposal to RUSA Maharashtra under various heads being an Autonomous college. The institution was granted sanction of RUSA -2 Infrastructure Grant of Rs 2 Crores in 2017-2018. In addition the college receives an autonomy grant of Rs Nine lakhs per year as a single faculty college.

The institution has put concerted efforts in the optimal utilisation of resources within a stipulated timeline. The utilisation of funds is planned in a phased manner. The administrative approvals are taken through the statutory bodies. All the expenditure of recurring and non-recurring items less than one lakh are passed through the finance board. Website notifications are made for expenses between one to three lakhs and tenders are floated for amounts greater than three lakhs.

The college is an integral part of composite building of SNTD Women's University. Thus, there is an effort to maximise the usage of the academic and administrative spaces. The funds are utilised for upgradation of laboratories, classrooms, computer labs. There is emphasis on improving the library resources as the college has its own library besides the central facility of University library which is also available to faculty and students. The college is in a position to acquire a number of latest equipment through research grants and also upgrade the academic software. The resources are optimally utilised to strengthen the ICT infrastructure of the college.

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

6.5 Internal Quality Assurance System

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

Response:

Curriculum Development

The college initiated the B.Sc. (Honors) program with 140 credits in seven specializations under Faculty of Home Science from academic year 2016-2017.

The new CBCS program comprises of Core and Discipline Specific Electives, Generic Electives and Skill and Ability Enhancement courses with defined credits. The specialization courses provide academic knowledge, practical skills, internship which promote the overall professional development of the students.

Highlights of the restructured curriculum were-

- Choice of an Honors (140 Credits) or Regular (120 credits) degree for each specialization.
- Availability of more credits (84 for Honors and 72 for regular) as core specialization courses.
- Intradepartmental strength collaboration- Options of choosing one course in each semester as Generic Elective course from other departments.
- Option of choosing from Discipline Specific Elective courses (24 credits for Honors and 16 credits for Regular).
- Standardization of each theory course with 4 credits and practical courses with either 2, 4, 6 or 8 credits.
- Course objectives, learning outcomes, teaching methodologies & rubrics for evaluation methods were defined.

Community Outreach Program

RURAL

The vision for Community Outreach Programs is a very important component of IQAC. The goal is to develop strategies for the upliftment of the weaker sections of the society. The college has achieved the same through adoption of communities both in Rural and Urban areas. The college has adopted Chinchani village, Palghar District, Maharashtra. The baseline data collected revealed the vulnerable groups as preschool children, adolescent girls, pregnant and lactating mothers. The major concerns were the poor nutritional status, anaemia, hygiene and sanitation. The assessment of the nutritional status was done through anthropometry, Food Frequency Questionnaires, 24 hr diet recall and interventions were planned. A series of programs to address these concerns were conducted by students of the different departments of the college. The role and importance of nutrition across all age groups was disseminated by innovative methods like Flipcharts, flashcards, 3D food plate model, Posters, Role Plays, Skits and Cooking Demonstrations.

It was observed that the major occupation of the community was dye makers. The college helped in improving their visibility through the Website Development for Jewellery Dye Makers of Chinchani village.

The programs conducted also highlighted on the Capacity Building, Entrepreneurship Development, Vocational skills like Workshops on Embroidery, Best out of waste, etc. There was community engagement and sensitization for hygiene and sanitation through street plays on Swachh Bharat Abhiyan.

URBAN

The college adopted an urban community – a Municipal school in Santacruz (W) Mumbai. The objective was to conduct education modules in different areas including skill development. It included demonstrations of nutritious recipes, stain removal, fabric painting, model making and paper craft and photography.

The college has been working closely with schools and NGO's for many years. Workshops were conducted for children on Value education - Quality of Forgiveness, Obedience, Co-operative Working, Rights and Responsibilities. The college also works in close association with Shree Barbhaya Orphanage, Centre for Study of Social Change, Bandra, YMCA, Mangalawadi Urban slum.

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

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

Response:

Internal Quality Assurance Cell reviews and monitors the teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals through a set of norms which are followed sincerely by all the teaching staff of the college.

These include, the conceptualisation of innovative and relevant courses guided by a panel of experts from the academic field and industry. The courses have detailed and appropriate learning objectives and learning outcomes with distribution of hours for the content and references for further reading and most importantly a set of innovative teaching methods. The courses are reviewed periodically in order to keep them in sync with the changes in the area of knowledge and the needs of the society.

The teaching of the courses is a thoroughly planned and strategized activity. The teaching is followed by the set plan of teaching methodologies in the form of a standardized format of Teaching Plan. The Teaching Plans for each course has details of timeline, content to be covered and teaching learning methodologies to be followed. This serves as a blueprint for the teacher and the students.

In order to eliminate any personal bias in the evaluation process and to avoid missing of any important point that needs to be considered for evaluation; the teaching faculty follows a set of marking system. The generation of Evaluation Proforma or rubrics is a giant step that the college has undertaken in that direction. The set of rubric lay down the guidelines of what needs to be evaluated and how. This process of

following the Rubric in the evaluation of the course makes it easier for the students to understand the marking system too. The teachers are expected to plan at least 2 innovative teaching methodologies each semester for at least two courses. These plans are submitted to the respective Heads of the Department for their review. The teaching plan files of each Department are then shared with the Principal for appraisal. The teaching plans along with the evaluation rubrics are shared with the students. The Heads of the Department monitor regularly to ensure that the teachers are adhering to the teaching plan, the class mentors also check with the students to ensure that the course is being taught in an innovative manner and with appropriate weightage to all the content. If there are any complaints from the student they are reported to the mentor, who takes the respective Head of the Department into confidence to resolve the issue. In case it cannot be resolved the matter is forwarded to the Vice Principal and then to the Principal for suitable action.

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

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

Response: 90.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
56	142	102	108	45

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

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

Response:

The college has completed the third cycle of NAAC Re-accreditation. All the recommendations for quality enhancement made by the NAAC Peer Team have been successfully implemented during the last five years.

1. The college has seen a consistent increase in the student's enrollment in the last five years. This is attributed to a combined effect of strengthening the curriculum and teaching learning process on one hand and reaching out to people at large to sensitize about the professional opportunities offered under different specializations. The college has initiated two Master's programs thereby giving an opportunity for vertical growth to students and faculty of the institution.

2. The college has implemented the Choice Based Credit System from 2015-16. A new program of B.Sc. Honors (140 Credits) and B.Sc. Regular (120 Credits) based on CBCS was implemented from 2016-17. The program has a Core component, Discipline Specific electives, Generic electives and Skill and Ability Enhancement courses. The students are offered value added courses. The institution has also initiated Online course in Bariatric Nutrition and courses in innovative areas like Nutrition and Ayurveda, Nutrition and Yoga, Specialized Dietetics, Fashion Design, Interior Design, Developmental Counselling and Audio Visual Production.

3. The new academic program from 2016-17 provides academic flexibility for opting from a choice of courses in Generic, Discipline Specific electives and Skill and Ability Enhancement courses. There is a provision to opt for four additional credits with the regular B.Sc. Program. The Masters program in Specialized Dietetics initiated in 2017-18 offers a choice of specialization from three clinical areas viz Diabetes and Cardiac Nutrition, Pediatric Nutrition and Renal Nutrition. The eligibility criteria of M.Design (Fashion Design) initiated in 2018-19 is inclusive for all graduates from the field of Textile and

Apparel Design and Fashion Design.

4. The college has introduced the courses on Communicative English, Advanced and Functional English. The students as per their learning ability take up Advanced or Functional English. The college uses the Language lab software to facilitate the course of Functional English. The institution has initiated the foreign language courses. A choice was given to students between Spanish, Chinese, Japanese, German and French. The maximum students opted for French.

5. The college has a strong interface with a number of stakeholders which includes the Food Industry, Hospitals, Research organizations, NGO's, Architects, Fashion and Media houses. Every student is placed for a mandatory Internship for a duration of six to eight weeks. There is a formal and structured protocol followed for placement, evaluation and feedback. The college takes a structured feedback from students at Entry, Midterm and Exit level and also from Parents and Alumni. The feedback is analyzed digitally and qualitative feedback is documented and the data is used to make modifications in the functioning of all aspects of the institution.

6. The college has a very conducive ecosystem to promote research. The faculty of the institution has completed six Minor Research Projects and one Major Research project and two International Research Projects in the last five years. The Minor Research projects have been in the area of Ergonomics, Adolescents Nutrition, Food Fortification, Traditional Textiles, Sustainable Textiles, Media and Education. The Major Research project has been on the Entrepreneurship potential of Faculty of Home Science. One of the International Research projects is a prestigious award of Pediatric Nutrition Practice Grant (PNPG) given by American Academy of Nutrition and Dietetics, USA. The second International grant is awarded by the Almond Board of California duly approved by USDA. There has been an increase in the number of faculty completing and registering for their Ph.D. In the last five years four faculty were awarded Ph.D.: two faculty were awarded faculty improvement program (FIP) from UGC to complete their Ph.D. They have already submitted their synopsis. There are nine faculty who are pursuing their Ph.D. presently.

7. The college administration is striving towards the complete digitization with Management Information System in a phased manner. The admissions are online, there is digitization of all student documentation, generation of class time tables, library visits (Library VisLog). The biometric system is followed for attendance. The college accounts are managed through accounts software and audited by internal and external auditors regularly.

8. The examination cell of the college has taken a number of steps for reforms. This includes digitization, customization of the software for all examination related functions like generation of examination and invigilation time tables, marksheets, hall tickets and results. Security markers such as Barcoding and Water marking facility is used for answer sheets and marksheets. Online evaluation of the final examination papers has been initiated. The results are also displayed on the college website. Aggregate marksheets are generated for the Core and Discipline Specific Electives and separate marksheets are generated for the Generic Electives and Skill and Ability Enhancement Courses.

9. The college has taken a number of measures to make the campus differently abled friendly. This includes a lift with ramp, all student toilets with disability friendly provisions, facility of wheel chairs and special adjustments based on the location of the classes in the ground floor. The college also has a best practice of following a learning disability friendly initiative. The institution has a panel of experts who help these students choose the specialization as per the disability, provide guidance to faculty to facilitate learning with these students. The examination department provides all the allowances as per the

Government norms.

10. The college has registered the SVT Alumni Association (Registration no. 2676/2018). There is an active involvement of Alumni in the various activities of the college which include conducting workshops with their expertise, developing the Academic Industry interface, facilitating placements of the students.

11. The college IQAC committee plays a very effective role in ensuring quality maintenance. The committee sets the goals for every academic year keeping in mind the perspective plan. The thrust areas include strengthening the curriculum, the teaching learning process, ICT enabled learning, examination reforms, professional development of the faculty, technology and system based administration and accounting procedures.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 29

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	08	05	04	06

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

a. Safety and Security

The motto of the SNTD Women's University is 'Sanskrita Stree Para Shakti' – An empowered women is a source of infinite strength. Sir Vithaldas Thackersey College is a constituent college of the University and follows the mandate of enrolling and empowering girl students. The institution ensures that at strategic locations there is deputation of women support staff to ensure safety and security of students in the College premise. For example, Security Guards and the Hawaldar (Head peon) who is vigilant all the time and facilitates smooth functioning of the work in classrooms, laboratories and offices. The College has conducted sensitisation programs for staff and students. Few staff members have attended seminars on the theme of Gender Sensitisation organised by other organisations. For example Mumbai University, RCWS.

Medical facilities

The College has appointed a lady doctor who is present in the College for two hours per day, thrice a week and gives medical consultation to staff and students. The doctor is available on call as her clinic and

residence are located very close to the campus. Annual medical camps are conducted by NSS Committee for all the students in collaboration with the University Department of Student Welfare and some private organizations / NGO.

b. Counselling

A woman counsellor is available for individual and group counselling sessions. Students approach her with their personal issues as well as concerns related to studies and career etc. She also conducts sessions on topics such as Stress Management, Time Management, Goal Setting.

c. Common Room

The common room for students has limited space but is made lively by using graffiti work by the students. This room has infrastructure to facilitate work and relaxation for students. The facilities here include informal seating, easy chairs, work tables, full length mirror, carom and other board games. Students staying in the University Hostel have access to the Hostel Common Room and WiFi Hall. The College faculty is a member of the University Hostel Committee.

Other Spaces used by students

The College is situated in a composite building in the spacious, green campus of the University. There are many open spaces suitable for student's activities. Students typically utilize the main foyer near the University library, entrance lobby of the College, the wide corridors, terraces and other open spaces in the campus for study related and other activities. They also practise for their project presentations and performances in inter and intra college events. The students also use the space in the large University Canteen adjacent to the College. The students are allowed to occupy classrooms and laboratories for completing assignments and group working in order to overcome the space constraint. The students also have access to the two libraries in the campus. They use Computer Resource Centre extensively for their projects and assignments. They also avail the facilities such as Bring Your Own Device (BYOD) and WiFi in Virtual classroom, Computer Resource Centre (CRC) and Library.

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

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 80

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

Response: 76220.8

7.1.3.2 Total annual power requirement (in KWH)

Response: 95276

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.6

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

Response: 2204.496

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 61176.528

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The College sensitises students, teaching faculty, non-teaching staff and visitors regarding 'Waste Management and Disposal'. Students and staff have attended seminars arranged on related themes. First year students in their subject of 'Environmental Studies' have prepared posters, charts and models related to themes of sustainability and eco friendly cities and processes to be followed. These are displayed in the College for other students and staff to see and students explain the models. Many teachers make it a point to share their experiences and knowledge regarding sustainable use of resources while teaching subjects related to Interior Design, Housekeeping, Fundamentals of Nutrition, Textile Wet Processing, Textiles and Clothing etc.

Association with 'Garbage Concerns' (NGO) has also helped the institution in conducting related

activities.

- **Solid Waste Management**

Routine cleaning

The sweepers and other staff of the campus clean the area allotted to them. They collect the waste in smaller bins which is transferred to larger bins. The garbage is then taken to an area assigned for collection of garbage from the entire campus. This is then removed by the Corporation garbage trucks. The cleaning routines followed are daily cleaning, weekly cleaning, and spring cleaning. Sanitization of the dustbins at regular intervals is done to stop any spread of infection as well as to maintain cleanliness.

Sanitary Pad Vending Machine and Incinerator

These machines are installed in student and staff toilets by Inner Wheel Club, Mumbai which takes care of solid waste management of the bio-waste generated.

Reducing use of paper

Staff and students are encouraged to use 'Both side printing' for assignments, notes and reports. Submission of some assignments is accepted only in soft copy. Technology based methods of communication are used predominantly for official communication to reduce printing and photocopying notices, circulars, letters etc. Technology based methods of communication are also used for communication with students (email, WhatsApp, Facebook, Google classroom).

Reuse of paper

Discarded paper (printed on one side) is reused for printing rough drafts, notes etc. Waste paper is used for decoration for exhibition and other events. Used sheets are re-used as backing paper attached to the drawing boards in Interior Design studio.

Reuse and up-scaling of solid waste

The students of Interior Designing had up-scaled and re-used waste material (such as furniture, mannequins, cloth, bangles, paper glass and plastic / glass bottles) and the annual exhibition was based on reuse and up – scaling of dry waste. Furniture from one area (e.g. Physics lab) was also restored and utilized in other area (staff room).

Clothes waste

Faculty from the Department of Textiles and Apparel Designing, has completed her Ph. D. thesis on 'Recycling of Post Consumer waste Clothing'. Many staff and students contributed for collection of old clothes for this research. More than One Ton solid waste (old clothes) was recycled for developing technical textile products. Students collected and developed up-cycled products using some of this waste and shared their creative ideas with women of Self-Help Groups, Dharavi and Chembur suburbs of Mumbai. As a Community Outreach activity, these women were invited for a workshop conducted in the College. They were also provided a platform to market their products by putting up stall in annual exhibition Kalash from 2015 onwards.

Students of Department of Textiles and Apparel Designing use **recycled clothes / cloth pieces** for the following.

- Products development
- Use in window display (for backdrop and garments)
- Fashion show
- Decoration of laboratory / classroom during exhibition and Farewell party
- Re-styling class room as per the seminar topics.

Mementos for guests are wrapped creatively in old newspaper and old cloth pieces. Gift-Bags are also made from newspaper.

Teachers are vigilant in cooking related practical classes regarding portions of raw food used and instruct students not to waste any cooked food. The College converts food waste to Compost and uses it as a manure in the College Green Premise.

- **Liquid Waste Management**

Leftover water from water bottles / glasses in offices is used for watering plants. During Textile Dying practical students are sensitised regarding waste water reduction and safe disposal of dye-effluent. Students have applied the same for 'Tie and dye' activity under Community Outreach Program.

- **E-waste Management**

Collection Drive for e-waste was conducted in 2017-18. There is a bin placed for collecting e-waste in the lobby of the college which is sent for processing periodically.

- **Plastic Waste Management**

Students have collected plastic bags and have created crochet bags from the same. Workshops are conducted for the same for under-privileged women in the neighbourhood and NGO's

Student's Activities:

The College encourages participation and the sensitization of waste management and disposal through various activities:

- Students participate in cleaning drives organised by various organizations like Rotary club, Lions Club and other NGO's.
- Students participate in the beach cleaning drive for removal of waste after events like Ganesh festival, Chhat pooja.
- Walkathons are organised for sensitisation regarding waste management and disposal.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

As a Green Initiative, the College is planning to install a Rainwater Harvesting system in its premise. The College is situated in the spacious green campus of the S.N.D.T. Women's University, Juhu, Mumbai. The vast expanse of land is useful for natural absorption of the rainwater. The buildings in the campus have large terraces at varied levels. The rainwater drains water directly to the ground. Except for the road inside the campus other areas are not finished with asphalt or cement thus facilitates easy seepage of the rainwater.

The fact that there is no water logging in the campus even during heavy showers is a proof that the natural process of seepage of the rainwater is working smoothly to recharge the ground water.

The professional experts confirmed that the campus has a huge potential for rain water harvesting. With a catchment area of approximately 3500 Square Meters, there is a possibility of harvesting 66,150 litres of rainfall daily from roof top. This can continue for approximately 100 days during the monsoon season leading to enormous collection of about 66,15,000 litres of water.

This water is being planned to be stored in partially buried Fiberglass Reinforced Plastic (FRP) tanks of total capacity of 60,000 litres. This can be directly connected to flushing system during monsoon and can be used as storage for emergency in non-monsoon period.

Excess water of approximately 6 lakh litres will be used to recharge ground water through recharge trench and bore wells. Surface run-off will also be channelized to recharge pits, trenches and rainwater harvesting ponds within the campus.

The modern composite material FRP, is an excellent choice of material for the construction of storage tanks and piping systems because of its exceptional chemical and corrosion resistance property as compared to many conventional materials. Little maintenance and a long product life time, is ensured by the use of well-engineered FRP products.

Therefore the rainwater harvesting in college will provide a substantial benefit for both water supply and wastewater subsystems. It will reduce the need for clean water in main distribution systems. It lessens the amount of storm water in sewer systems.

While rainwater itself is a clean source of water, often better than groundwater or water from rivers or lakes, the process of collection and storage often leaves the water polluted and non-potable. Hence this collected water will be used for flushing, gardening and other non-consumption purposes.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Mode of Transport:

Mumbai infrastructure is not equipped with separate lane for cyclists and has a heavy vehicular traffic. The College is centrally located which encourages the students, teachers and non-teaching staff to avail public transport such as bus, local trains, rickshaw and cabs to commute to college. The eco-friendly practice of car-pooling is adopted by the faculty members to contribute in reducing the carbon footprint.

Non-teaching staff staying in the vicinity use bicycles daily. Staff and students prefer walking to and from Santacruz station as a good health initiative and eco-friendly practice. The College encourages staff and students to use public transport for field visits planned. The institution facilitates hiring buses for outstation visits and provides financial support.

Environmental Studies is offered to all the first year students to sensitize them to environmental issues and incorporating environmental friendly ways of lifestyle.

The College supports availing student concession for air, railway and bus transport for daily commute, participation in various inter collegiate events and vacation travel.

Plastic-free campus and Paperless office:

Staffrooms are equipped with computers and internet facility to reduce the use of paper. High speed internet Wi-Fi facility is also available for paper free practice to share circulars and important documents. In addition, WhatsApp, google classroom, and email are used to facilitate information sharing to avoid use of paper.

Plastic bottled water during meetings and functions is substituted with glasses of water. In addition paper glasses and cups are used for beverages. Use of plastic is discouraged by sensitization through display of posters and street play.

Green Landscaping:

The primary area of the College building (constructed in 1974 designed by renowned architect Charles Corea) is a building with large windows for natural light and ventilation. Passive climate control measures like shading by trees around the building, optimum orientation; optimized daylight through skylights have been integrated in the building design which facilitates considerable thermal comfort. The natural landscape pre-dominates the campus with a rich biodiversity of flora and fauna which is taken care of by a dedicated team of workers. There are large numbers of trees and lawns adding to improved quality of indoor air and lesser air pollution. The green foliage is adequate for the vast expanse of the campus.

'Baya Karve Vanaushadhi Udyan' - a garden of wellness is established in 2013 within the campus. There are medicinal plants grown in this garden. The college has developed a kitchen garden as an environment friendly practice.

Near the University Library there is a nursery from which students and staff can buy saplings. There is also a small lily pond with aquatic life in it. The area around it is beautifully landscaped. The College landscape also includes student friendly zones.

The NSS Committee of the College has organized activities such as Swachh Bharat Abhiyan, Plantation Drives etc. During all the programs, the College has a practice of gifting potted plants & saplings which have medicinal value, as mementos and token of respect to the guests.

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

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

Response: 16.57

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

2017-18	2016-17	2015-16	2014-15	2013-14
21.45	7.15	15.56	18.18	20.46

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 194

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	22	42	48	49

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

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

Response: 35

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	8	7	7

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response: Yes**

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response: 116**

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	37	18	19	22

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

In the pursuit to pay reverence to the contribution of social, cultural and educational reformists the College celebrates with great vigour the national festivals, birth anniversaries and memorials of great Indian personalities.

Various national festivals like Independence Day (August 15) and Republic Day (Jan 26) Maharashtra Day (May 1) are celebrated every year. All the teaching faculty, non-teaching staff and the students remain present for the flag hoisting. During the programme the students showcase various performances with patriotic enthusiasm to make the dream of a new tomorrow come true.

The students and staff participated in the cleanliness drive on Juhu Beach in support to the cleanliness drive of “Swacchh Bharat Abhiyan” on 2nd October 2017 (Gandhi Jayanti). The College students participated in the rally of peace on the Martyrs Day (30th January 2014 & 2015).

World Environment Day (June 5) is celebrated with tree plantation programme. Under the NSS campaign the students made posters on the theme “Save Environment”.

Teachers Day (Sept 5) is celebrated in memory of Dr. Sarvpalli Radhakrishnan where students perform cultural activities for the College teachers.

Foundation Day (July 5) is celebrated to pay homage to Bharat Ratna Maharshi Dhondo Keshav Karve, founder of SNDT Women’s University, for his exemplary vision towards women’s education and upliftment of status of women.

Founders Day is commemorated on Aug 12 as tribute to the founder Sir Vithaldas Thackersey who recognised the vision of Maharshi Karve and extended generous monetary support to establish the University.

The College pays homage to Smt. Savitribai Phule on her birth anniversary (Jan 3). The students made posters and they were displayed in the lobby of the college to commemorate her contributions towards empowerment of women in society.

Usually on the birth / death anniversaries of great luminaries, information about their work is displayed for the students to get enlightened about the great Indian contributors.

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

Response:

Financial

- 1.The College funding sources include fees collected and financial support through grants like Autonomy, CPE, RUSA and UGC 12th Plan. Funds are allocated as per budgetary provisions. The estimated and revised budgets are passed through the statutory bodies as Finance Board and Governing Body. The minutes of the same are made available to staff on request.
- 2.Monthly salary bills are timely submitted to the Joint Director Office. Salaries are released on 1st day of every month and salary slip is given to all staff members regularly. Financial queries of any staff are resolved by the staff in Accounts Department.
- 3.Staff is provided with financial support as per budgetary provisions and grants available, for attending seminars/workshops. Details of funds are shared with them.
- 4.Scholarships are given to eligible students from Student Aid Fund and Freeships from donors. Notices and final list of students are displayed.
- 5.Separate budgetary allocations for non-recurring and recurring expenditure including cultural and sports activities are available and shared with all concerned.
- 6.College follows regular annual financial audit by internal and external auditors appointed by the SNTWU, Mumbai.
- 7.The College follows cashless transactions as far as possible through cheques / NEFT.

Academic

- 1.Academic calendar is prepared annually and displayed on the notice boards and college website.
- 2.The syllabus of all courses with learning outcomes is uploaded on the website, provided to all students and it is also available in the library.
- 3.Class timetables and examination schedules are displayed on the notice boards.
- 4.Being an Autonomous College – students are informed well in advance about the internal and external evaluation pattern along with rubrics. Students sign internal assessment marksheet to ensure transparency in evaluation. Final marks are displayed as Internal + Final = Total Marks.
- 5.PTA meetings are organized every semester to appraise parents of their ward's academic progress and attendance.

Administrative

- 1.The college follows online admission process through SNTD Women's University portal and College website portal. The information is communicated through Website, PR Committee and Help Desk manned by student volunteers.
- 2.The College facilitates and guides candidates and their parents/ guardians for understanding the scope of all specializations through college website, academic display, brochures and a College film screened during the admission process.
- 3.The admission list is generated on the website based on merit and preferences of specializations opted by the students.
- 4.Procedure to apply for bonafide / migration / leaving certificate, withdrawal of admission and transcript is displayed along with expected time to receive it.
- 5.The seniority list of all the staff members and a copy of the roster is available in the College for reference.
- 6.The Biometric, PBAS, CAS, TAQ and confidential reports are filled and evaluated regularly. These are shared with the staff as per policy of the University Management.

Auxiliary

Various committees function with objectivity and transparency- Grievance, Redressal, Anti-ragging, IQAC, College Development Committee (CDC), Purchase committee, which include teaching and non-teaching staff.

7.2 Best Practices

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

Response:

First Best Practice

1. Title of the Practice:

Mentoring of Students for Personal and Academic Concerns

2. Objectives of the Practice:The primary aim of this practice is to help each student to recognize their abilities and achieve success according to their potential. Issues related to poor self-concept and self-esteem often hinders the participation and performance of students. Disturbed family life and inability to cope with discord in personal relationship leads to inattention, lack of concentration and depression. The College sensitizes teachers from all the departments to be empathetic towards students. With the help of staff from the Department of Human Development and the College counselor all the teachers work towards rapport building and identifying students needing support. The rapport and trust of the students make them

comfortable to share their problems which lead to effective intervention.

3. The Context: The issues for which mentoring is provided range from helping students overcome their misgivings, identifying learning strategies and manage their assignments. For some cases mentoring is provided in managing household responsibilities and college work. The students having financial problems are encouraged to apply for scholarships, avail of schemes such as 'earn while you learn'. In case of poor family cohesion, mentoring is provided to help students identify their role in addressing the family issues. If possible parents are also involved in helping the students. Over the years mentoring has been provided for concerns such as

<ul style="list-style-type: none"> • Poor self-concept • Sibling rivalry • Poor social skills of students • Academic stress • Examination fear • Poor family cohesion • Financial problems at home • Anxiety 	<ul style="list-style-type: none"> • Premarital affairs of students • Broken relationship • Death of parents • Extramarital affairs of parents • Depression • Drug addiction • Sexual abuse
--	--

4. The Practice: The institution is very supportive toward such students and encourages them to come and share their problems with the mentor or any teacher from the respective department. Their self-concept is boosted by providing them reinforcement on even the smallest success. Students who are first generation learners are assigned tasks which are close to their ability or they are paired with students who are capable and willing to provide them peer tutoring. Students having family or relationship problems are encouraged to go for counseling. If there is a need and the parents are willing, the College provides guidance to the parents. The institution collaborates with the parents in helping the student cope with the problems. In severe cases, the institution helps the parents to liaison with a psychiatrist to provide the necessary intervention. The other classmates are also sensitized so that they are supportive toward the student.

5. Evidence of Success:

- Most of our students start sharing their concerns freely not only as students but also as alumni.
- The student's participation and overall attendance and regularity shows remarkable improvement after the mentoring is initiated.
- Many of the students who showed 'below average performance' improve in their academic performance. Students generally become more confident and goal directed. Some of them plan and undertake post-graduation studies.
- The relationship of students with parents and peers also shows remarkable improvement.
- Many of the alumni have provided feedback that the mentoring provided by the Institution has immensely impacted their lives.

6. Problems Encountered and Resources Required: Mentoring can be very time consuming and managing time between working hours can be difficult. Often the mentoring is provided in the later part of the day as privacy can be ensured at that time. When parental or professional interventions are required there is resistance from students and convincing them to take help is challenging. However the mentoring at institutional level is continued to provide the necessary support and the overall experience of student mentoring has been very encouraging.

Second Best Practice

1. Title of the Practice:

Student Led Community Outreach Programs

2. Objectives of the Practice

As a part of community outreach program, the College trains students to work with individuals of different ages, speaking varied languages, having diverse occupations, and belonging to dissimilar socio-economic backgrounds. This practice basically helps the students in skill building by translating the theoretical concepts of a course into field-based activities.

The nature of the outreach programs are as follows:

- Developmental Workshops for children
- Special events / Puppet shows for children
- Sensitization Seminars
- Poster Exhibitions
- Demonstrations
- Activities for empowerment of women
- Programs for the adolescents, adults and elderly

3. The Context

The Community outreach is an integral part of the course work which necessitates working with children, adolescents and adults in different schools, communities, and NGOs. Additionally, the teaching-learning process is made more relevant, meaningful and interesting as lecture method is supplemented with these learning experiences in the field.

The Community outreach activities also inculcate the sense of social responsibility and motivates students to help the underprivileged members of the society.

4. The Practice

Through the year many community outreach programs are organized by the institution. For e.g. the main activities planned are as follows:

- Developmental workshops for school children on themes such as Self esteem building, Critical & Creative thinking, Handling Peer Pressure, Electronic Addictions, Creative craft, best out of Waste
- Sensitization workshop for children from different schools on themes such as Street Children, Child Labour, Accepting Diversity, Understanding children who are different, needs of senior citizens, Hygiene and sanitation and Waste management
- Workshop for Adolescents in Colleges on themes like Confidence building, Building relationships with others, Time management, Stress Management, Enhancing Family Cohesion and Unhealthy use of Technology
- Poster Exhibitions & Street plays on themes like Communal harmony and promoting Secularism, Understanding children with learning disabilities, Women's issues, Fundamental Rights and Duties, Rights of the children with disabilities
- Poster Exhibitions & Sensitization Seminar every year on themes such as Understanding

Individuals with Alzheimer, Mental health of children, Importance of Yoga and Exercise, Consumer Rights and responsibilities,

- Demonstrations for women on topics such as Balanced diet, Nutritional recipes, Health and hygiene, Housekeeping crafts like Flower arrangement, Table setting, Salad dressing, Gift wrapping, Art and craft, Stain removal from fabric, Tie and Dye, Up-scaling old clothes and solid waste materials
- Puppet shows with stories about good hygiene practises, inculcating human values, rights of children, reduce-reuse-recycle etc.

These above mentioned workshops, special events and seminars are organized with the objective of enhancing overall wellbeing of children, adolescents, individuals and senior citizens in the community.

5. Evidence of Success

All the community outreach programs have been well appreciated by the target groups which was the evidence of positive feedback received from the participants of the different programs. There has been some improvement seen in the community because of these programs.

6. Problems Encountered and Resources Required

Since all these programs are provided free of cost to the beneficiaries, the College has to spend for the materials, handouts, overhead expenditure needed for the program, for which sponsorships from organizations like Rotary Club or Inner Wheel are considered.

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

7.3 Institutional Distinctiveness

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

Response:

Sir Vithaldas Thackersey College of Home Science (Autonomous)

S.N.D.T. Women's University, Mumbai

Criteria VII

7.3

Institutional Distinctiveness

National Level Workshop - 'Skill Development on Traditional & Contemporary Indian Arts & Crafts'

The Institution commits to the professional development of the students and empowerment of the community. India has a rich cultural and textile heritage. The College conceived an innovative theme of reviving the traditional Art and Crafts and its application in the present times. The endeavor was to sensitize the students to this rich heritage and also give an opportunity to develop the skill. Thus the Institution hosted a National Workshop on '**Skill Development on Traditional & Contemporary Indian Arts & Crafts**' from 5th to 10th February 2018.

The collaborators of the workshop were Textile Committee, Ministry of Textiles, Govt. of India as knowledge Partner, Paramparik Karigar as Skill Partners, Society of Dyers and Colourists Education Charity as Colour and Publicity Partners. The Workshop was supported by Sir Vithaldas Thackersey Charitable Trust.

The Objectives of the workshop were:

- **Understanding the rich culture and heritage of our country**

Indian Art & Craft reflects the culture and tradition of our country. Traditional textile crafts of India are iconic to the identity of India with many crafts reaching out to international markets. Every State of India is renowned for certain crafts, passed from one generation to other. Indian traditional textiles are reputed globally and admired for their beauty, texture and durability. The traditional Indian art forms, like floor and wall embellishments, hand carved artifacts, designs and motifs are a rich treasure travelled from ancient times.

- **Sensitizing participants to strive for sustainability of traditional crafts**

Earlier arts & crafts were popular and practiced in abundance as a family occupation. Currently they are limited to a few artisans, as the younger generations have multiple career opportunities. The workshop oriented and imparted training students and faculty with hands on experience. An approach of 'train the trainers' was adopted so that many individuals get oriented and trained to strengthen the dwindling cultural heritage of India.

- **To provide artisans a platform to promote their art and craft**

The workshop introduced the participants to the Indian Traditional arts and Crafts from selected states. Artisans were provided with a platform to promote their craft. The workshop was focused in enhancing sustainability of the same.

- **To understand the role of traditional designs and motifs in contemporary art-forms and product development**

Considering the vision of the Honorable Prime Minister – Sri Narendra Modi about 'Skill Development', this workshop provided a platform for developing certain skills among young designers. The training imparted the basis for contemporary art-forms. It equipped the participants with knowledge of basic

requirements to develop these crafts and provided training in product development.

Demographics of the Participants for Workshop:

The participants were a heterogeneous group of 35 Trainers, Freelancers, Artists, Entrepreneurs, Students, Research Scholars and Faculty, from Pune, Sawantwadi, Amravati, Jaipur, Goa, Bengaluru, Secunderabad, Coimbatore and Mumbai.

The skill and training of nine Indian traditional and contemporary arts and crafts were imparted in the workshop with hands on experience under the guidance of reputed Artisans from different parts of India.

Soof embroidery of Gujarat by President and National award winner Ms. Dayaben Dahot, Warli painting of Maharashtra by Mr. Chintu Rajad, Pattachitra Painting of Orissa by Mr. Pranab Narayan Das, Dabu Print of Rajasthan by Mr. Rambabu Chippa, Laheriya of Rajasthan by Shilpaguru and President Award Winner Mr. Badshah Miyan, Madhubani of Bihar by Ms. Krusha Gala. Some of the contemporary art and crafts covered were Siporex carving by Mr. Manoj Bhadange, Dokhra Art using contemporary materials by Ms. Shilpa Mhatre, Tile Art by Mr. Anil Kubal and Floor art by Ms. Megharani Pawar.

The week-long series of workshops were further strengthened with a guided tour to the Bhaudaji Lad Museum, a visit to the famous Kala Ghoda Festival and drive through the iconic heritage sites in Mumbai. Being a niche market Mrs. Bhamini Subramaniam, Coordinator, Paramparik Kariar. The panel members were academician Dr. Ela Dedhia, Corporate Representative Mrs. Geeta Castelino, Social Worker and Architect Pratik Dhanmer, Architect Poonam Samant.

The students were also given an opportunity to showcase their talent to apply the traditional art and craft through contemporary apparel designed by them through a fashion show. The fashion show was witnessed by Ms. Meher Castelino, eminent Fashion Columnist and Dr. Meeta Rajivlochan, Project Director, Rashtriya Uchha Shiksha Abhiyan (RUSA), Ministry of HRD, Government of India.

The Outcome:

- The workshop imparted skill development and sensitization towards application of traditional arts and crafts.
- The renowned artisans got an opportunity to showcase and promote their craft.
- Close interaction with the master artisans provided a rewarding experience in understanding the traditions and an unparalleled opportunity to broaden their knowledge to comprehend traditional arts, crafts and design.
- Participants understood traditional art as a combination of aesthetics and skills. They were able to incorporate traditional textile craft for product development in apparel designing and home fashion.
- The workshop provided an excellent opportunity for entrepreneurship development in the area of traditional textile arts & other crafts.

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

NAAC

5. CONCLUSION

Additional Information :

The college fosters overall development with a focus on academics, sports, gymkhana activities and a number of student friendly initiatives throughout the course work. There are a series of student led initiatives under NSS and Community outreach programs in rural and urban areas. The college has adopted a rural village for the last 5 years and has been working through the NSS and its community outreach endeavor.

The academic autonomy facilitates innovative ICT enabled teaching learning and evaluation methods, on the job hands on training coupled with mandatory internship. There is career guidance and placement cell which helps students choose the right career path. The institution has planned a number of self-financed program which can be taken by the students as value added courses.

The institution believes in the ‘Right to education and overall development’ of an individual. The Student Welfare Committee plays a major role in ensuring that their suggestions are incorporated in daily functioning, academic needs, learning outcomes, and their grievances are resolved at the earliest. The college also has an Anti-ragging, grievance redressal and Sexual Harassment committee to curb undesirable wielding of power based on hierarchy.

The College has an effective leadership which reflects in the vision and mission statements of the institution. The working of the institution is decentralized and decisions are taken through participatory mechanisms of all stake holders.

Academic-Industry Interface is an important aspect of the teaching-learning process. Industry experts are invited to interact with students to update on new trends and current practices. Field visits are planned to various related industries, markets, and professional development opportunities. Students and teachers undertake projects in collaboration with industries, hospitals, Government and Non-Governmental organizations. Internship is a mandatory requirement for all students in the final year of their academic programs which facilitates improving the employability skills of students.

The college strives towards overall growth and development of the students and prepares them to face challenges of the modern world.

Concluding Remarks :

Sir Vithaldas Thackersey College of Home Science is the First Autonomous College in the state of Maharashtra. It has been Re-accredited by NAAC with “A” Grade and a coveted honor of College with Potential for Excellence (CPE PHASE-III; 2015-2020) from the University Grants Commission (UGC).The college was successfully granted an extension of Autonomous status from 2017- 2022. The institution is a

proud recipient of RUSA – 2 Infrastructure Grant (2018 – 2019). The College has maximized its Academic Autonomy to initiate a number of Innovative New Programs in the last Five years.

The College implemented the UGC Choice Based Credit System program for the Faculty of Home Science from 2015-2016. The innovation was to initiate BSc Honors program in 7 specializations (140 credits) and a BSc Regular program with 120 credits.

The college initiated MSc. Specialized Dietetics with three specializations in 2017-2018 . This was followed by introduction of M.Design (Fashion Design) in 2018 – 2019 an innovative Master's Program in Fashion Designing offered by college under the Faculty of Design, SNDTWU, Mumbai.

The college has a multidimensional approach to enhance the teaching-learning process. ICT tools such as google classrooms, you tube, E- books, e-Journals, interactive websites, pdf of articles, computer software for training in computer applications in a given specialization, preparing aids like brochures, assignments on data analysis and use of smart boards is frequently used.

The institution has been awarded seven research grants including two international research projects. One of the innovative practice adopted by the Department of Textile and Apparel Design includes a Traditional Textile Museum that showcases traditional textiles of India. A number of start -ups have been incubated under the guidance of faculty across disciplines; students won prizes for being innovative in inter college and industry collaborative events. A patent has recently been registered on 'Flexible Packaging sheets and blanket' by Department of Textile and Clothing. Twenty research articles, ten books/ chapters in edited volumes and twenty-five papers in conference proceedings have been published in various national and international academic forums and conferences.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>0</td> <td>0</td> <td>6</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>0</td> <td>0</td> <td>3</td> <td>26</td> </tr> </tbody> </table> <p>Remark : Revised as per clarification and supporting documents provided by HEI</p>	2017-18	2016-17	2015-16	2014-15	2013-14	59	0	0	6	26	2017-18	2016-17	2015-16	2014-15	2013-14	59	0	0	3	26
2017-18	2016-17	2015-16	2014-15	2013-14																	
59	0	0	6	26																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
59	0	0	3	26																	
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 5</p> <p>Answer after DVV Verification: 29</p> <p>Remark : Revised as per supporting document and certificates provided</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p> <p>Answer before DVV Verification : 28</p> <p>Answer after DVV Verification: 27</p> <p>Remark : Unable to open excel attached in supporting document</p>																				
3.1.4	<p>Institution has the following facilities</p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 																				

3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

Answer before DVV Verification : A. Any four facilities exist

Answer After DVV Verification: A. Any four facilities exist

Remark : Accept HEI claim

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	0	0

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	0	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	0	1	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

10	2	5	2	2
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
63.81	15.25	9.73	8.53	3.84

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
63.44	11.95	13.02	8.53	4.0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.59	4.59	2.40	4.11	1.56

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.79	4.38	2.40	4.11	1.54

Remark : Revised as per supporting document certified by CA

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

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

Answer before DVV Verification:

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2017-18	2016-17	2015-16	2014-15	2013-14
58.76	46.16	45.46	48.67	42.15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
59.08	44.13	46.84	48.97	42.05

Remark : Revised as per supporting document certified by CA

7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>21.45</td> <td>7.75</td> <td>15.96</td> <td>18.18</td> <td>20.46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>21.45</td> <td>7.15</td> <td>15.56</td> <td>18.18</td> <td>20.46</td> </tr> </tbody> </table> <p>Remark : Revised s per supporting document certified by CA</p>	2017-18	2016-17	2015-16	2014-15	2013-14	21.45	7.75	15.96	18.18	20.46	2017-18	2016-17	2015-16	2014-15	2013-14	21.45	7.15	15.56	18.18	20.46
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2017-18	2016-17	2015-16	2014-15	2013-14																	
21.45	7.15	15.56	18.18	20.46																	
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : A. 7 and more of the above Answer After DVV Verification: C. At least 4 of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions
1.5	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p>

Self Study Report of SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE (AUTONOMOUS)

2017-18	2016-17	2015-16	2014-15	2013-14
160.47	100.921	87.18	94.43	78.26

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
161.14	93.49	94.86	94.42	77.93

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