



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SATYAM FASHION INSTITUTE**

C 56 A 14 AND 15 SECTOR 62

201309

[www.satyamfashion.ac.in](http://www.satyamfashion.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established in 2007, Satyam Fashion Institute (SFI), Noida is a premier design Institute affiliated to SNDT women's University, Mumbai. It is a design institution governed and managed by the Satyam Charitable Trust. The college strives to offer a unique learning environment which is reflective of the demands of the changing times. The institute has been established with the vision of women's empowerment under Satyam Group of Institutions in line with its motto 'Empowering Women through Education'.

The college is situated in the urban space at the heart of the city (Delhi NCR) with the best academic ambience. SFI is a leading design institute in NCR which offers UGC approved undergraduate courses in design with four specialisations. It also offers undergraduate courses in B.A. Mass Media and Post graduate Diploma in Fashion Design.

The College has carved a niche for itself among all stakeholders by providing a good academic environment and educational standards. Apart from the curriculum, the students are empowered through value based education, multi-disciplinary approach and varied extension activities. The College supports acquisition of knowledge by students through emphasis on interactive and participative learning. A distinctive feature of the College is the strong bond between teachers and students as evident from the interactions and feedback. The alumni credits the Institution for imbibing values of hard work, time management, team spirit, professionalism and ethics.

The campus is adorned by lush greenery and well equipped with state of the art facilities/ laboratories and promises to foster creativity in students. The College practises a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

### **Vision**

The vision of Satyam Fashion Institute is as follows:

To emerge as a top design institute with distinctive yet complementary location and to be recognized as a leader in defining design education. By employing innovation in all areas, Satyam Fashion Institute provides superior education, talented and dedicated faculty and staff, leading-edge technology, advanced learning resources and comprehensive support system.

The vision of the founder members of Satyam Fashion Institute is to impart holistic education, enabling the girl students to succeed in choosing and achieving their career and educational goals. The institution makes an effort to produce graduates who are not only holders of university degrees but are ready to start their own careers either by progressing to higher level of education or by going into opportunities provided by it or self employment. The focus lies on making the students industry ready and self reliant.

The academic programmes, co-curricular and extra-curricular activities are designed meticulously so as to reflect the vision and mission of the college, focusing on the empowerment of women and the first generation

learners maintaining high academic standards to provide appropriate knowledge and skills to the students to meet the fast changing needs of the society.

## **Mission**

Satyam Fashion Institute exists to empower women through education by preparing talented students for professional careers, emphasising learning through individual attention in positive oriented university empowerment. To nurture a self-sustainable environment in the design industry for women and create a centre of excellence, we believe in making overall advancement in our country by making Indian women self-reliant and independent through developing entrepreneurial skills and providing them with education.

It is visualized that the women students then could become intellectually resourceful, morally upright, socially committed and spiritually inspired with the consciousness of the dignity of womanhood and their rightful place in the society sufficiently empowered to encounter the challenges of the present day society. To nurture a self-sustainable environment in the design industry for women and create a center of excellence. We believe in making overall advancement in our country by making Indian women self reliant and independent through developing entrepreneurial skills and providing them education.

The goal in view is an education that transforms young women and equips them to face challenges in their personal and professional lives: the college endeavors to maintain a learning atmosphere that reinforces the ideals of professional competence and social commitment and to make them competent, self reliant, employable and service oriented with love and faith and with the futuristic perspective of social transformation, ecological, national and global consciousness.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Well established affiliated college of SNTD Women's University with academic excellence.
- As a leading women's Design College of NCR, the main strength of the College is emphasis on empowerment and enlightenment of students through gender equality and value based education which cater students to realise their potential and qualities and enables them to make a significant contribution in all spheres of national and global development of society as well as their surroundings.
- Functional IQAC makes efforts for higher standards of quality in all curricular & extra curricular aspects. It also plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
- Proactive and supportive Management
- Committed and experienced faculty teaching and non- teaching staff with Ph.Ds and Masters with wide experience in teaching – learning activities.
- Encouragement of faculty for research, advancement of qualification through faculty development support

- Active participation of teachers in BOS as members.
- Several Committees and cells are formed like Examination cell, Anti-Ragging cell, Women & ICC, Publication cell, Extension Cell etc for smooth functioning of all activities and events organised in college.
- biannual research journal entitled “Design Quest since 2018.
- Institute is registered as local chapter of SWAYAM NPTEL
- Wi-fi enabled campus and hostel.
- Consistently performed well academically throughout with many University toppers.
- Sustained efforts for extension and outreach activities.
- High level of interaction between faculty and students for holistic development of students.
- Establishment of Innovation Incubation Centre ABHIVYAKTI through which students get a platform to display their work as well as selling.
- Whole campus including the hostel is under CCTV surveillance thereby ensuring safety and security of students and staff.
- Hostel facility for out-station students.
- Strong and active Alumni association with a good network.
- Fee concessions, scholarships and facility of making payment in instalments to help the poor and needy students as well as brilliant students.
- Institute have signed MoUs with different organisations like Heartfulness, various industries related to courses offered in the institution.
- Institute is a member of DELNET
- Institute took initiative to inculcate leadership and management skills in the students through Earn While You Learn policy.

### **Institutional Weakness**

- For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased, which was going slow due to the pandemic.
- Less number of other state / country students and faculty members

- Despite being strong in infrastructure, we don't have amenities like auditorium to hold events, although we have an open stage area.

### **Institutional Opportunity**

- Collaboration with more national and international organisations and industries related to the course offered in the institution.
- Strengthen alumni network to create more employment opportunities and generate endowment funds and to understand the demand of today's industries.
- Enhancing library resources and increasing the number of books.
- Organising more expert lectures and workshops by Artisans, Designers and Industrialists on Design, Crafts, Management & Communication, Social values, Latest research topics, Industry advancements, Career opportunities, etc.
- To strengthen community outreach activities with government and non-government organisations through extension cell activities.
- To create entrepreneurs/ start-ups in various sectors related to programs offered.

### **Institutional Challenge**

- Keeping the same rate of progress with fast changing technology.
- The college must modified ways and means to become the most preferred institutions for UG & PG admissions.
- Build strong alumni network globally Dealing with tech-savvy / Gen Z students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institution is affiliated to SNDT Women's University, Mumbai and the curriculum prescribed by it is strictly adhered to. The college adopts and executes strategic plans for effective implementation of the curriculum before commencement of each academic session. Efforts are made by the faculty members in designing and developing curriculum as Board of Studies members.

Apart from the B.Design, B.AMM, PG Diploma Courses, the college also offers value added courses like Tri 3d software, industry exposure projects and several Career Oriented Courses to ensure that our students are

industry ready.

An effective curriculum identifies the Learning Outcomes, Standards and Core Competencies that students must demonstrate at the end of the learning. Curriculum at Satyam Fashion Institute is based on Outcome Based Education model with clearly stated Vision, Mission, PSOs, POs and COs in accordance with the national and global needs.

Teaching-learning is made more innovative and synergetic through smart board, LCD projectors and other ICT tools in addition to the traditional way of teaching. Due to COVID-19, the Institution has shifted to various online learning platforms like Google meet, Google Classroom and Zoom etc.

Academic Calendar of the year is prepared in compliance with the academic schedule of SNTD University. Throughout the Academic session, the IQAC ensures effective and coordinated curriculum delivery.

Experiential learning through internships projects, craft cluster and field trips is specifically facilitated.

Continuous internal assessments are conducted as per the modalities identified by the university

Structured feedback on curriculum is sought from students and alumni helps in identifying and improving problem areas.

### **Teaching-learning and Evaluation**

Teaching-Learning process is the most important thrust area for an educational institution. SFI focuses on holistic intellectual, social, emotional and aesthetic development of the students. The college caters to students coming from diverse socio-economic, cultural and geographical backgrounds. The students are motivated to get registered in MOOCs like SWAYAM (NPTEL) as the institute is registered in the local chapter.

The college conducts remedial classes and special attention is paid to slow learners. For intellectual stimulation , advanced learners are given projects and assignments. Experiential learning like field visits, group projects , participative learning techniques like group discussion, exhibitions, etc. to ensure optimum learning outcomes. At the commencement of each academic year, students are made familiar with the curriculum, marking schemes, criterion for internal assessment and the examination system of the SNTD university. The students are evaluated and assessed on the basis of their performance midterm assessment, attendance, projects and presentations to ensure transparency.

Our students have also ranked in top 5 university positions and bagged gold medals also. Some of our alumni are pursuing higher education and others are engaged in government and private sectors and some students have their own brand and are successful entrepreneurs. Students are awarded for their exemplary academic and extracurricular achievements under the Earn while you Learn scheme.

The faculty members use various ICT enabled tools and innovative strategies to deliver the course content to the students in an interesting way and provide additional information in their respective areas.

### **Research, Innovations and Extension**

Institute always encouraged and has a substantial focus on research & extension activities. To inculcate an interest in the students and the faculty for the same, efforts are constantly made.

In our aspiration to continuously improve the quality of the teaching-learning process, the number of seminars, workshops and conferences attended by faculty and students. They also presented many papers, poster presentations in various conferences and seminars.

The college is highly active in conducting extension activities, expanding the scope of learning experience. Extension Cell of Satyam Fashion Institute conducts regular extension activities like Tree Plantation Drive, Mask Distribution, Sanitary Napkin distribution to house-keeping staff, Literacy Campaign and digital awareness for underprivileged to sensitise the students with the current issues being faced in the society and to generate creative approaches to solve them by applying their learning to move the society ahead.

SFI has taken the initiative to educate the fourth class female worker focusing on women empowerment. Funding for the education of the female staff has been done by the management.

Extension Cell also works for the green policy to spread awareness about a clean and green environment.

### **Infrastructure and Learning Resources**

With splendid infrastructure with enough greenery which complements its vibrant academic environment the college has built up an area of 3723.29 Sq Mt spread over 4024.24 Sq .Mt of land In Noida. College has adequate facilities for teaching-learning in terms of ITC enabled classrooms, laboratories, computing equipment, projectors, desktops, laptops, printers, photocopy machines, internet connections, wi-fi etc. Moreover, the institution has an automated Central Library using KOHA & DELNET Software. It also has an e-learning and knowledge centre.

Academic Office, Administrative office, counsellor's room and account office Exam room for a confidential work Resource centre for displaying the student's work Medical room, gymnasium Parlour and boutique facility are also in housed.

The college has a multi-purpose lush lawn with a spacious stage, perfect for hosting various intra and inter-college events like graduating design Show, Graduation ceremony, fest etc.

The hostel and canteen are part of the college campus. The college ensures regular maintenance, upkeep and betterment of all infrastructural facilities.

SFI library is a resource centre which has evolved into being an enabler and collaborator in teaching, learning and research at the institute. The library is fully automated through "KOHA" software and a member of DELNET. The Networked Library System handled the disruption caused by pandemic very well. The Library of the Institute occupies a very important place in the campus.

### **Student Support and Progression**

With the motto of Women Empowerment and objective to endorse the holistic development of the students, the college committed to the all-round development of students. The academic excellence of our students speaks

volumes about the heights that SFI has reached.

Apart from academics, the college organises various intra- and inter-college cultural and sports competitions and cultural activities for the students. Along with this Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) activities, workshop, seminar are also conducted at regular intervals for capacity building and skills enhancement.

The institute encourages students to have a student representative for every semester and every batch. Apart from this, students are also encouraged to become part of the different committees and academic cells that we run as an institute.

The college has its own Alumni Association. Our alumni are working as Visual merchandiser, store manager, senior executive etc. Some of the Alumni own their clothing/ jewellery brand.

The institute provides guidance for competitive exams, career counselling, remedial coaching, and personal counselling to nurture capabilities of students. The institution has an active placement cell to assist the outgoing students in seeking employment.

The institute provides scholarships and fee concessions to the financially weak students as well as meritorious students.

### **Governance, Leadership and Management**

The governing body of SFI always works in harmony following the Mission and Vision of the institute to sustain the high standard of the Academic and Administrative section. The Governing Body of the college structured as Chairperson, Principal and HOD takes major decisions in a decentralised manner.

Various welfare measures are taken for teaching and non-teaching staff of the college in the form of various policies and financial support. The college organises FDPs and other administrative programs for teaching and non-teaching staff. The Faculty also attends FDPs and Short-term courses for professional development.

Institute conducts external and internal Audit regularly to ensure the good quality of work. In observance with NAAC regulations, IQAC has been functioning in the college as a quality sustenance measure.

### **Institutional Values and Best Practices**

Recognized as a leading Design college in NCR, our vision rests on creating a safe space for our students and providing a gender sensitive and empowering education. The college always tries to organise an impressive number of formal events related to gender.

Bringing Innovation and inculcating creativity to the teaching learning process is a continuous process embraced by the college to enhance the internal quality assurance system. As an outcome, the college was able to introduce a number of value-added courses, adopting e-teaching, learning and evaluation processes even during pandemic.

Satyam Fashion Institute has developed and implemented a Craft Cluster Program which aims to provide the

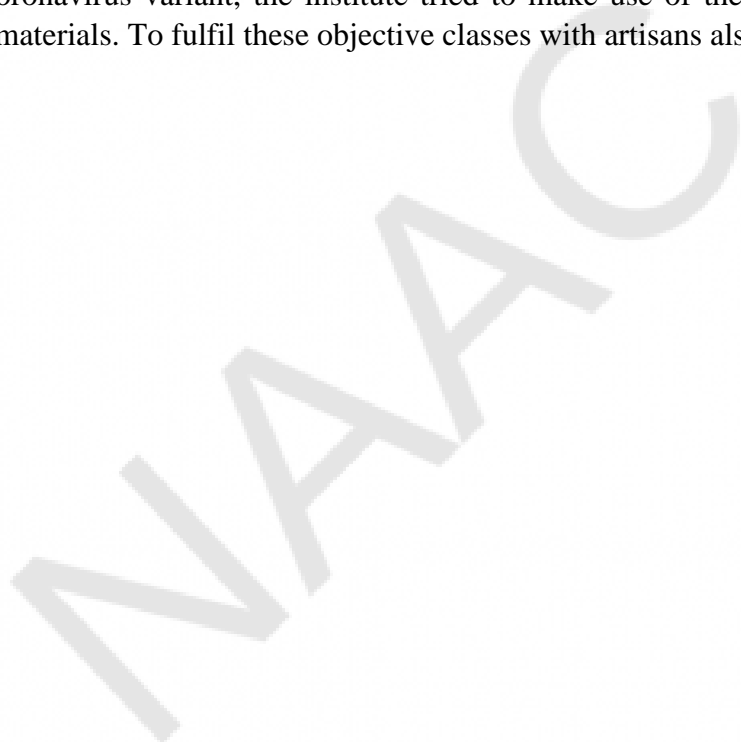


students with continuous exposure to the handloom and handicraft clusters, thus providing an opportunity for creative innovation and experimentation.

The Green Initiative was also taken through extensive plantation in the college premises to help in keeping the environment clean and green. Every year a fund is allocated to maintain the greenery of the college.

A resource centre 'Abhivyakti' – An Expression was developed in the college to facilitate the design education for the students and staff. It differs from a regular college library in its additional focus on projects done by the students of their specialised fields.

Skill enhancement through collaborative learning is another best practice of the college. During the Lockdown due to the spread of the Coronavirus variant, the institute tried to make use of the available resources and convert them to productive materials. To fulfil these objective classes with artisans also provided to students.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SATYAM FASHION INSTITUTE
Address	C 56 A 14 and 15 Sector 62
City	Noida
State	Uttar pradesh
Pin	201309
Website	<a href="http://www.satyamfashion.ac.in">www.satyamfashion.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vandana Jaglan	0120-4242805	9810498807	-	director@satyamfashion.ac.in
IQAC / CIQA coordinator	Neetu Malhotra	0120-4540130	9810550423	-	neetu.malhotra@satyamfashion.ac.in

Status of the Institution	
Institution Status	Self Financing

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 of the college	09-07-2007

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1649752892.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	C 56 A 14 and 15 Sector 62	Urban	1	3723.29

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDes,Design	48	XII	English	30	5
UG	BDes,Design	48	XII	English	30	3
UG	BDes,Design	48	XII	English	30	3
UG	BDes,Design	48	XII	English	30	30
UG	BA,Mass Media	36	XII	English	60	31
PG Diploma recognised by statutory authority including university	PG Diploma, Design	24	Graduation	English	40	10

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	3	8	0	11
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		5	2	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
UG	Male	0	0	0	0	0
	Female	63	42	0	0	105
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	6	4	0	0	10
	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	5	4	2	3	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	1	0	0	0	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	12	17	17	8	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	72	56	79	62	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		90	77	98	73	



**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the Institute. Meetings among the team members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with research and innovations in teaching and learning focusing on the practical approach towards design. MOU'S with industry have been done for the training of the students for project work which will be beneficial for hands on experience .Certificate from the institute as well as company will be provided to the students which will help them for employment opportunities Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose and learn and gain practical exposure from other streams i.e. Fashion, textile, lifestyle and fashion communication .Institute is proactively working towards implementation of the suggestions given in the NEP Satyam Fashion Institute provides an intellectual platform to its students, researchers, academicians and industry professionals for publishing their findings and innovations in Design Quest an Advanced Research Journal on Design by SFI. The bi-annual journal Design Quest and Advanced Research Journal of Design is the first and foremost feather in the institution's cap. The Journal is interdisciplinary and covers a wide range of designs and areas intending to all spheres of life. The authors submit their original research and review papers related to various aspects of design, its history, cross-cultural influences, industrial scenario, new product developments, processes, design methodologies and other inter-disciplinary areas. The Journal is registered from the Office of Registrar of Newspaper for India with RNI No. UPENG/2018/76546. It has also got the International Standard Serial Number (ISSN) 2582-855X. Scholars from across India and outside are writing for several issues of the Journal. It is excelling day by day.</p>
2. Academic bank of credits (ABC):	<p>One of the provisions of the National Education Policy 2020 (NEP 2020) is the introduction of the</p>

	<p>Academic Bank of Credit (ABC). This scheme will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period. As an affiliated college, we are still waiting for its implementation guidelines from our university and its execution for our courses will be done accordingly. In terms of academic flexibility, there is an elective system as per the curriculum provided to the students in the final year of all Under Graduate programmes.</p>
<p>3. Skill development:</p>	<p>For the transaction of knowledge, focus at SFI are given for the skill development of students as well as staff members for this various activities have been done in the campus Training to the students were given to learn different craft cluster skills from artisans and skills learned from the artisans used to develop the products and garments for the exhibition. For the outcome based curriculum ,we send our students for internship and cluster training program where they learn different craft skills of India and proper documentation consists of products, videos , pictures and exhibition through Craft Baazar which institutes organizes every year to promote entrepreneurship and employment opportunities to students. Those students who cannot go out of state due to family reasons training for craft cluster is provided to them with Noida Haat team members and their so many artisans comes to showcase there creative craft skills every month .Planning of MOU with Noida Haat is being initiated for the entrepreneurship platform for our students and Reward to the Artisans was given to the Artisans by Institute to provide training to our students so that Artisans also get recognition for their craft skills. Training to the artisans were also given by the team members to give them inputs for the new designs and forecast knowledge for the products. To implement the skill development , training were given to the fourth class workers regarding Computer skills and Paytm App during Covid so that they can transit money via online mode Workshop in the various fields are arranged for students ie Exploring different materials and the prepared products after learning skills from the industrial professionals are utilized to sell at the exhibition to provide them employment opportunities. Recycled products were prepared by the students from best out of waste during Covid</p>

	<p>Pandemic focusing on Green Environment and exhibition for the same was done on virtual platform to make students more creative in enhancing their skills during tough phase of pandemic. Industrial training are also given to the students and planning has been done to increase the duration to provide them university certification, focusing on the NEP guidelines. For Research approach planning has been done to implement more research based paper by students focusing on the skills used in the specialization for both design and media courses</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Programmes including webinars and seminars are offered to encourage Hindi learners also. For this Hindi Diwas was also celebrated also the faculty focuses on both the languages Hindi and English as students comes from different states and major strength of students are comfortable in bilingual learning mode. In terms of transacting Indian Knowledge among the students, various research based projects are given right from the foundation year like History of Art, Art Appreciation, Design process, Craft cluster studies, Industry research and Design collections etc. These kind of projects provide ample opportunities to learn and apply knowledge from different parts of India like a North Indian student learning the craft and practices of South or Western Indian and disseminating it through their research projects or design presentations.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>SFI has implemented outcome-based education for both Design and Media Programs with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses as provided by the University are designed with outcomes and focusing on Bloom's Taxonomy Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. For the transaction of knowledge Earn while you are learning policy have been developed in the campus in which students are preparing the products and garments using the institute resources and materials and exhibit the prepared products and garments through national and international platform i.e HGH INDIA Exhibition, SOWTEX Mill Meet and various design shows. Research based Project based on Sustainable approach have been added in the curriculum and innovative Project on Bioplastics and Denim have been done and showcased during the show. Research</p>

	<p>paper and posters have been presented by the SFI Students. Students have also focusing on the quality based education based on moral and ethical values for this they have worked on the collection based on Divyangjan and Old age people in collaboration with the NGOs and students have presented their collection with documentation and real life role models. It was highly appreciated by the media and industry professionals. To implement the NEP Policy, the college is also making certain policies for the employment opportunities for students and for the transaction of knowledge after selling of the products and garments Institute shares the part of the profit with the students. By these students with different skills. Students prepares the so that student contribute proactively to economic, environmental and social well-being of the nation. An International Conference was also organized by the Institute to promote and disseminate the Sustainable design practices among scholars and practitioners. The Theme of the International Virtual Conference was based on "Reflections on Holistic, Multi-Disciplinary and Futuristic Aspects of Higher Education on 11th December, 21 in alignment with NEP 2020. Scholars from the field present their papers on the sub-theme: "Sustainability in Design Practices". The Course Objectives (COs) are also aligned to the PO-PSO philosophy. All course syllabus have been designed with due consideration to women empowerment and social needs at large so as to apply the spirit of NEP.</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education combing online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. training were given to the fourth class workers regarding Computer skills and</p>

Paytm App during Covid so that they can transit money via online mode. Faculties are encouraged to value added courses at SFI for both Design and Media Programs which promotes the blended learning system of learning. Lectures by designers, Industry Persons, Alumni and Academicians were given to the students during COVID . Counselling sessions were arranged to motivate students for dealing the crucial phase of COVID and SFI team were successful in arranging different Academic cell activities via online mode during pandemic i.e. Sports Competition, Online Internship Trainings, Lectures by Professions, Craft Cluster workshop by Artisans, Orientation Program for Fresher's in which talent hunt ,live walk , styling competition were arranged for students and the entire activities were done by senior batch which enables them to do the teamwork and motivates them to showcase their skills and talent via online mode. The college is also working on launching online and self paced courses with key industry oriented organisations for increasing employability.

## Extended Profile

### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
211	211	211	161	161
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	2	2

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
90	77	98	73	112
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	110	110	80	80

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	98	70	47	61

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	11	11	11	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	11	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 8**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
45.14540	43.73412	49.97553	44.09417	29.02565

**4.3**

**Number of Computers**

**Response: 56**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 10**



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

As an affiliated college, we are not empowered by the affiliating university to design and development of the courses. The parent university itself revises and restructures the syllabi and organizes workshops from time to time. However, the affiliating university arranges workshop for discussion among Teachers from different departments of the college attend such workshops regularly.

Efforts are made by the faculty members in designing and developing curriculum as Board of Studies members. Apart from the B.Design, B.AMM, PG Diploma Courses, the college also offers value added courses like Tri 3d software, industry exposure projects and several Career Oriented Courses to ensure that our students are industry ready. The institution has a mechanism for well-planned curriculum delivery and documentation. Apart from the traditional teaching-learning methods of whiteboard and lecturing, our college emphasises curriculum delivery through practical learning and hand-on activities. An academic calendar is prepared in advance and published on the college website/ notice boards. Theory syllabus is taught in the classroom by lecture method or LCD projector method and for that content PPTs are prepared by the faculty. Practical courses are run in the laboratories by using various instruments, equipment, class-work material, charts, models, prototypes, sample etc. For the specific topics study tour, field visits, guest lectures are arranged. Each department invites industry experts to deliver guest lectures in their respective field of work to get an insight into the real business world. The students are trained to undertake live projects and internships to supplement learning. They are also encouraged to complete their assignments on topics within the curriculum and present the same on paper or presentations with recommendations. Critical thinking is encouraged through the various debates, role-playing and class discussions.

The college arranges an array of co-curricular activities to enrich the curriculum. Our classrooms are I.C.T. equipped, and Wi-Fi enabled for an interactive learning setup. The college also has a library (offline and e-library both) and subscribes to numerous journals to keep abreast of changing trends in their respective subjects. We also subscribe to E-journals, initiated with membership of D.E.L.N.E.T. The Librarian maintains a record of the students using the numerous library facilities and conducts their classes regularly to keep them updated about the books and facilities. To ensure effective curriculum delivery, every faculty member must submit a syllabus teaching plan to the Principal at the beginning of each semester. The Principal and HOD conducts regular meetings with all faculty members to ensure that the plans are being implemented. Regular interaction with Students with the Principal and HOD ensures effective communication. The responses gathered via the student feedback survey helps us to identify areas of improvement. The course coordinators take regular feedback regarding visiting faculty members and accordingly incorporate changes. The students' progress is maintained through regular tests, presentations and semester-end exams. Remedial classes and tutorials are conducted for the weaker students. The college also focuses on providing short term courses and various workshops to the students to enhance the overall development of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

As the college is affiliated to SNTD women's University the Academic calendar of the college is prepared in tune with the examination and activity schedule of the university. The Academic Calendar of the year is prepared in compliance with the academic schedule of SNTD University by the exam coordinator of the college with the approval of the HOD & Principal. Generally, the calendar is prepared semester-wise. As the dates and duration of the university exams are not prefixed, only the tentative timeline for the examinations are mentioned in the academic calendar.

The Academic Calendar specifies the following events:

- Commencement of Classes
- Internal Assessment period
- End Semester Examination Schedule
- Commemorative events, Holidays

In case of any change in the University schedule, some changes are required to be made in the internal evaluation as well. These changes are communicated to the students well in advance and time tables are prepared and implemented accordingly. The faculty members prepare teaching plans by proper distribution of syllabus according to the academic calendar.

Examination with its due importance becomes the focus of the activities for the particular semester. The Examination schedule is prepared by the Examination Cell by taking into account the minimum number of working days recommended by the University. B.design BAMB and Post graduate examinations timetable are given by the University and as per scheduled examinations are conducted by the College with proper mentioned guidelines given by university.

**For smooth conduct of continuous internal evaluation (CIE):** Question papers are set by concerned teachers of every specialisation for all programs being offered; a copy of the question papers are submitted to the examination cell and are assessed on the basis of the seminar, class assignments, class tests etc. University level practical examinations are conducted in the presence of an external examiner. Continuous internal assessment is an integral component of CBCS with 25% weightage in theory and 50% weightage in practical. This is in conformity with university guidelines and strictly followed for all the programmes in the college.

Class tests are announced well in advance. After evaluation, they are returned to the students and are discussed in class. Assignments and projects are allocated individually or in groups and evaluated. Their outcome/result is discussed with students.

Practical internal assessment marks are included in the final practical exam conducted in the college at the

end of each semester.

Examinations are held as per schedule and the results are declared by the SNDDT University timely.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** C. Any 2 of the above

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

## 1.2 Academic Flexibility

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

**Response:** 66.67

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

**Response:** 2

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 7**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	3	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 30.48**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
60	66	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Education is the best platform to bring changes in society. Gender Equity and Women Empowerment through education is the main motto of the college to achieve excellence in Higher Education in design. The curriculum consists of courses designed to create awareness on cross-cutting issues and facilitate the holistic development of students by ensuring a positive perspective towards life, career and happiness, environment and sustainability.

Also, the college makes continuous efforts to instil social, moral, spiritual and cultural values in our students and help them to build these values by enriching the curriculum through several extracurricular activities and student extension activities for environmental awareness and community welfare. Such activities prepare them to succeed in education, work and society at large. It empowers the students to analyse major environmental concerns and work towards sustainability enabling them to develop a sense of belongingness to nature.

Values are something which are desirable and worthy of esteem for their own sake. Human values help us to live in harmony with the world. There are specific committees and cells like Extension Cell, Women cell and ICC that make a collective effort to sensitise the students on areas of concern like Gender equality, Human rights, Environmental issues, etc.

Campus is under CCTV Surveillance for security purposes.

To instil Moral, Social and Ethical values Introduction to Entrepreneurship, Business economics and Campus to Corporate, IPR are the courses which inculcate ethical values, leadership qualities, entrepreneurial mindset and knowhow of intellectual rights . The planning of final semester Design show is done keeping in mind the implementation of moral and social ethics which spreads a message of gender equality , environment protection and human values and this includes ranges of oldage persons , gender equality, Divyaangjan ,sustainability and environmental protection.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 20.06

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	40	36	36	37

<b>File Description</b>	<b>Document</b>
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

**Response:** 55.56

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 50

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected

**5. Feedback not collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	<a href="#">View Document</a>

NVAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 47.67

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
90	82	98	73	112

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
220	220	220	160	160

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

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 15.8

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	21	19	11	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>



## 2.2 Catering to Student Diversity

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

#### Response:

Students with varied degrees of learning capabilities and background converge in the college. Therefore, the level of challenge faced by them is also different. The College is empathetic to this aspect and takes maximum steps to optimize the learning outcomes of all the students. SFI, assessment of learning levels of students starts right from the admission process. The assessment of the learning levels of the students is done by the teachers in the classrooms during lectures and through conducting class tests, assignments, tutorials, etc; on the basis of which slow and advanced learners are identified and counselled. Specific teaching-learning methodologies oriented to the needs of such students are then discussed and implemented.

The institution conducts two internal examinations for each semester. The marks are evaluated and informed to the students in the class. After the results are obtained from the University, Result analysis is performed by the examination cell.

#### Strategies for advanced learners:

The faculty recognizes the potential of the advanced learners and tries to polish them through different measures and activities. The advanced learners are deputed to mentor the slow learners and are encouraged to take up challenging tasks. The Advanced Learners are motivated and provided with extra inputs during special lectures to help them compete and perform at University level.

**Student Progression:** Every department takes initiative to assist and encourage the students to obtain university ranks and centum through strategic planning and guidance provided by the faculty

**Honours and Accolades:** Students performing outstandingly in university exams are felicitated during the college Graduation Ceremony programme.

**Guidance** is provided to participate in academic activities and research based present Poster / Paper presentation in state/national level competitions and conferences.

#### Strategies for slow learners:

A similar attention is given to slow learners by providing them remedial classes. Tutorials and remedial classes are organised, the purpose of which is to give special coaching in areas where they need support. Additional reading material and books in simple form are made available to increase their understanding of the subject.

**Mentor-Mentee:** The Mentors have one on one interaction with their mentees and understand the progress in academic growth, sports, cultural activities, regularity, and active participation in co-curricular and extra-curricular activities.

**Counselling:** Counselling is provided to slow learners after a detailed discussion with them by the counsellors after finding out the reasons for their low performance in studies.

**Remedial classes:** Special and remedial Classes are organised to improve performances of the student, to clarify doubts if any that were not clarified and to motivate the students to perform to the best of their abilities. Teachers assigned to the particular student/students make sure to help the student to solve question papers and guide them through repetitive teaching.

**Mixed Group of Advanced and Slow learner-** By making a mixed group of slow learners and advanced learners the focus is created to make all the students learn on the same level and to gain the output from learning in team work through confidence and equality.

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

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

**Response:** 9

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

## 2.3 Teaching- Learning Process

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

**Response:**

The College makes continuous and conscious efforts to enable its students to realise their potential and evolve as leaders and transforming agents of society. The college believes in the philosophy that we can learn by performing, learning, unlearning and relearning. Experiential learning includes providing hands-on experience through practical, visits to various industries & export houses and academic talks by eminent designers and industry experts. They are motivated to participate in seminars and workshops. The college believes in supporting theoretical knowledge with hands-on practical experience. Students with varied level of learning capabilities and background converge in the college. Therefore, the level of challenge faced by them is also different. The College is empathetic to this aspect and takes maximum steps to optimize the learning outcomes of all the students.

In this direction, the institute along with traditional lecture methods uses various student centric pedagogical techniques for an effective teaching learning experience and improved learning outcomes for students.

**Experiential learning in the curriculum:** The curriculum prescribed by the SNTD University has provisions in most of the specialisations to give students experiential and participative learning experience.

They are:

1. Practical classes in all the B.Design specialisations, diploma programme and in BAMB Programme.
2. Industry visits and market surveys by the Design department.
3. Departmental educational visits are conducted
4. Exhibitions of student's products and garments
5. Design Show of student's products and garments

The college imparts several add-on/certificate courses to enable students to acquire additional skills for raising their employability chances after they become graduate.

- **Research Projects:** Students from across departments are made to complete research-based projects on topics related to their syllabi and other areas, such projects help to develop their research aptitude.
- **Group Assignments and Projects:** Students across programmes are assigned group projects, to enhance their various technical and soft skills they are encouraged to apply concepts learned in the classroom.
- **Internships:** Students learn practical industry related skills with the internships , these lead to enhancement of their professional skills.
- **Field Visits/Industrial/Export house Visits :** Undertaken to understand the working of industry and organizations.
- **Festivals & College Events:** National & state festivals are conducted to acquaint students with programme specific skills along with event management, leadership, conflict management skills. The college events are also conducted to promote students talent and skills by providing them rewards and certification. This also enhance their leadership qualities.
- **ICT Enabled learning:** This form emphasizes the assimilation of information technology/computers into the process so that teaching-learning can be made more interesting and fruitful.
- **Paper Presentations:** Students are encouraged to present papers in other colleges.

### Participatory Learning

- **Seminars, Conferences & Workshops:** Students are motivated to Present & participate in the Inter Collegiate, National & International Seminars, Conferences & workshops.
- **Assignments & Seminars:** The students are given assignments to test their writing skills and motivated to present their subject knowledge through seminars that enhance their presentation skills.
- **Self-Learning:** They learn by probing, browsing, searching and exploring new things and concepts on the subjects that promote Self Study deeper learning.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

Information and Communication Technology (ICT) leads to better teaching methods and hence improved student learning and understanding. For faculty ICT based tools compliment, enhance and optimize the delivery of subject content to students. SFI have always been encouraged and facilitated to use ICT tools blended with the method for both modern and traditional methods which provides an enriching teaching-learning experience. This ICT support in the classrooms, administrative support and rigorously enforced standards helps the faculty work towards providing quality academic and knowledge-based learning to the students.

- The college campus has been Wi-Fi enabled for many years;

Faculty of the SFI try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards.

- The Covid-19 pandemic has pressed the faculty, even more, to move to ICT based teaching and learning. Classes have been conducted online since the end of March'20 . All teachers have adopted ICT for online teaching to complete the syllabus. Online classes are conducted through online platforms like Google Meet, Zoom, Whatsapp, Google Classroom etc. are an online learning platform useful to both the teachers and the students. Teachers communicate with the students anywhere through this tool. Learning materials. Video lessons and other resources related to the course content are posted in the Google classroom. Students use this application to submit assignments, seminars in video form and other activity reports.
- College has two well equipped and specialised computer laboratories along with our library that cater to digital and technological needs of the students and also to promote independent learning . The college library is equipped with an internet facility to access the electronic resource packages like DELNET, KOHA and other digital library resources.
- Students are benefited through NPTEL, Spoken Tutorial and SWAYAM by receiving lessons on selected topics from the subject experts from reputed institutions. Online videos available in the NPTEL portal help the teachers to gather additional information related to their subjects.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****Response:** 8.18**2.3.3.1 Number of mentors**

Response: 11

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

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 85.59

<b>File Description</b>	<b>Document</b>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 30.63**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	3	2

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

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 4.5

#### 2.4.3.1 Total experience of full-time teachers

Response: 45

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

The college ensures that students are informed about the evaluation process during the Orientation Programme for the first year students. The students are made aware of the evaluation process as soon as they join the college. For the second and third year students, the process is explained again at the beginning of every semester. The distribution of 25 marks to various components is explained to the students by the faculty members.

- The university norms relating to Program-wise/course-wise examination pattern are communicated to the students
- An examination cell is constituted to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff regarding examinations.
- The timeline of the internal Assessment dates of respective courses are displayed well in advance on the notice boards so that students are aware of the evaluation process. Minimum of one or two internal assessment tests are held per semester
- Students are free to interact with the faculty to resolve grievances if any, regarding the assessment.
- Evaluation of internal assessment tests is done by the faculty members of respective departments
- For University practical examinations of all courses an external examiner evaluates the practical project work, the practical examination presentation and conducts a viva voce as well.
- Teachers also bridge the knowledge gap of the students through innovative pedagogical practices employed in tutorials.
- Remedial classes are also offered in various subjects to provide additional help.
- Weightage of attendance is also includes in the internal assessment so that regularity and punctuality of students in classes is maintained .

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Satyam Fashion Institute is an affiliated college of SNTD women's University and therefore it follows the guidelines set by the University for the conduct of examinations. At the end of each semester, there is a final exam which is uniformly conducted for students across all the constituent colleges of Delhi University. The final exam for each paper has 75% weightage of overall assessment and the remaining 25% constitute internal assessment marks.

- The college follows a mechanism to deal with examination related grievances in a time bound manner. The internal exams are conducted by the college in the form of tests/assignments/viva/presentations. The internal assessment marks scored by the students are shared with them by individual faculty members teaching that particular course/ subject. Any grievance by a student is first sorted by the concerned faculty. In case a discrepancy still persists, it is then sorted out at department level by the examination coordinator, HOD & Principal of the college.
- Students scoring below average marks in the internal assessments tests are giving remedial classes.
- The Board of Studies (BoS) is constituted by University who made a panel of examiners for each paper to frame the final question papers and to ensure high standards in paper setting which in turn removes any incongruities and inconsistencies in the papers.
- The final Internal Assessment marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any.

If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the Examination Cell in the College

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the

**Programmes offered by the institution.****Response:**

The college follows the curriculum as prescribed by the SNTD University for all the programmes. The college offers various specialisations in Design, Diploma and Mass Media programs.

- Teachers and students of SFI are aware of the stated programme and course outcomes of the various programmes offered by the college. The learning outcomes of the courses offered are highlighted at the outset in the syllabus, so that students know the objectives of the courses and what is expected from them in terms of learning outcomes.
- Students are briefed about POs and COs of the programmes in which they have enrolled by teachers of their respective courses at the beginning of each Academic Session. The Programme outcomes and Course outcomes of each department are made available in the syllabus.
- Faculty members as BOS members actively participate in workshops on revision of syllabus organized by the university, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning.
- Alumni and industry resource persons are invited to apprise the students where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes. Highly placed alumni are displayed on a wall of fame in the administrative block of the college.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

**2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.****Response:**

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. Assignments, Class Tests and university examinations are substantially helping to evaluate these outcomes. The institute provides value-added courses, career counselling and soft skills to achieve the actual outcomes during the course.

To take a note of the progress of the students and identify their specific learning needs, the college conducts one written examination and project based assignments every semester and ensures that the stated objectives of the curriculum are achieved during the session.

**Practical work/Projects :** As all the Design streams and BAMB program is based on practical outcome, exposure through practical approach with the hands-on and live projects and providing industry exposure



to the students for best outcome for the respective programs.

**Class Tests/ Presentations:** Class tests and class presentations are arranged so that weaker areas of the students are identified and special measures are taken to improve their performance.

Students are **assigned various topics for presentations, seminars and model making** whereby they are assessed.

**Internal Assessments:** comprises the following components- Mid Term Examination, Attendance, Tests and Assignments, Seminar and PowerPoint presentations and Skill Development records. The internal assessment is evaluated for 25/50 marks. It is a continuous process and is done throughout the semester.

**Feedback System:** A structured feedback system exists wherein , under the aegis of IQAC , at the end of every year all the departments collect the feedback from the students on the curriculum.

**Remedial classes:** Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial classes are also provided to slow learners to make pace with the desired progression.

**Internships/Placements:** One of the most important Programme Outcomes of all programs is the employability of students upon successful completion of their degree programme. The college has an active Placement Cell, which caters to the demands of companies from different sectors for providing internship and placement to the students in relevant fields of their choice . Students are encouraged to undertake internships. These internships in industries, multi brand stores or export houses help them understand the practical applications of the concepts learned in their class. This activity is done through the filling of career intent form filled by the students .

**Exemplary results and university positions:** Students are an indicator of the academic achievements of the programmes offered. A well placed alumnae indicates that the programmes taught are relevant and in demand for the industry.

**Higher Studies:** Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions in India. The alumni pursuing higher education is an asset indicating high academic standards of the college.

Attainment of Outcome Based Education is calculated by closely monitoring the teaching learning process, assessing and recording the students' progress. The components of the collected data are interrelated and influence the attainment level.

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

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 95.83

**2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
73	97	67	46	56

**2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
77	98	70	47	61

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.46

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

##### 3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 50

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	0	0

##### 3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	1

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

**Response:** 70

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
49	4	5	8	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.29

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.96**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	3	0

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

**3.3 Extension Activities****3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

Satyam Fashion Institute promotes regular extension activities for the engagement of faculty, students and staff with the neighborhood community for their well-rounded development and continuous community progress through several activities. Extension activities enable the educational programs to reach and touch the lives by bringing the realization of social responsibility through practical application of knowledge towards communities and the environment to impact people's holistic enablement. Extension Cell of Satyam Fashion Institute conducts regular extension activities like Tree Plantation Drive, Mask Distribution, Sanitary Napkin distribution to house-keeping staff, Literacy Campaign and digital awareness for underprivileged to sensitise the students with the current issues being faced in the society and to generate creative approaches to solve them by applying their learning to move the society ahead. Satyam Fashion Institute believes that there are numerous benefits to adding extension initiatives within the institute and can open doors for unlimited new opportunities for the students; hence we also organise informative sessions like 'Proper use of mask' and 'Hygiene Awareness' through our Extension Cell. Welfare activities like Fresh food distribution to the needy people and installing Drinking Water dispensers outside the campus for public consumption have also been a part of our student efforts to extend a helping hand towards the community's betterment.

SFI has taken the initiative to educate the fourth class female worker focusing on women empowerment. Funding for the education of the female staff has been done by the management. Extension Cell also work for the green policy to spread awareness about clean and green environment focusing on the greener, and cleaner environment through initiatives like plantation drives, competitions (online and Offline). The initiative has been taken by the Extension cell to sell the Waste and Junk material to the Junkdealer and the

recovered money is utilized for the product development expenditure for needy students.

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

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 15

#### 3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	11	2	0	1

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

**Response:** 109

#### 3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	358	24	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Collaboration

### 3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

**Response:** 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	17	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response: 4**

#### **3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The college has a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment, according to its vision and Strategic Objectives. SFI has adequate facilities for teaching-learning in terms of classrooms, laboratories, computing equipments, projectors, desktops, laptops, printers, photocopy machines, internet connections, wi-fi etc. Moreover, the institution has an automated Central Library using KOHA & DELNET Software. It also has an e-learning and knowledge centre. Located on 4024.24 Sq .Mt of land 3723.29 Sq Mt built-up area Well equipped spacious 8 classrooms (2 smart classroom) and ICT enabled with projector facility Well equipped Laboratories 8 including pattern making lab, garment construction lab, draping lab, textile design lab, lifestyle accessories lab, audio-visual lab and computer lab enabled with wi-fi Meeting (conference) Room 1 Wi-Fi enabled campus Well equipped Library Adequate Staff rooms, Toilets, etc. Academic Office, Administrative office, counsellor's room and account office Exam room for a confidential work Resource centre for displaying the student's work Medical room, gymnasium Parlour and boutique facility.

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

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

**Response:**

Institute has created both infrastructural and instructional facilities to bring about all-round development for the students including games & sports and extra-curricular activities. Large playing fields support a wide variety of games. The institution utilizes its resources to provide an environment to its students where they are encouraged to pamper in sports and extracurricular activities. This ensures a holistic development and an all-rounded personality. Students are trained in sports under the guidance of a qualified and specialized Physical Educational Instructor. Court/ground for Basketball, Volleyball, badminton and kho-kho to conduct matches for outdoor sports. Dedicated spaces for Indoor sports for table tennis, Chess and Carom Board The institute also has an indoor gymnasium facility for both staff and students. The Gym is equipped with one electronic treadmill, one exercise cycle, dumbbells and plates, yoga mats, stepper, stretching tube, twister machine, kettlebell, manual, bench-press, resistance tube, cross trainer, medicine ball, steel curl bar, wall mounting chin-up bar and exercise airball. Yoga sessions are carried out regularly The Institute has appointed full-time qualified Sports faculty to train and guide students in various sports. Intra-college events are also organized by the college to encourage students to participate. Many entertaining events are arranged as part of cultural activities to exhibit the talent of the students in music,

dance, band, etc. with uniqueness and magnanimity. The college believes in all-round development of its students. It constantly encourages them to take part in extracurricular activities to spark their interests and cultivate leadership qualities as well as team spirit. Every year the college conducts cultural programs to make this happen. All the participants are awarded participation certificates. Winner and runners-up teams are duly rewarded with trophies/ cash prizes. As a part of cultural activities, SFI organizes student cultural fest and carnival. The institution also celebrates State and National festivals.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 17.74

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
9.33694	3.445694	3.759710	8.992582	9.35068

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

SFI library is a resource centre which has evolved into being an enabler and collaborator in teaching, learning and research at the institute. The library is fully automated through "KOHA" software. The Networked Library System handled the disruption caused by pandemic very well. The library strengthened its remote login facilities to provide uninterrupted access to e-resources staffed by librarian and through the extensive use of open source ICT tools. The library ensured the highest level of learning, teaching and research support during the pandemic. The Library of the Institute occupies a very important place in the campus. The library supports study, teaching-learning process and research activities and provides a learning space for the Annual Quality Assurance Report of Satyam Fashion Institute students (UG & PG diploma), staff and faculty members. The library has a total collection of over 1782 volumes of books Library subscribes over 20 Printed Journals and magazines. The Library is also a member of DELNET and has access to the holdings of around 4500+ Libraries. Approximately 79 lakhs full-text documents including e-books, e-articles & e-journals. Nearly 30 ebooks, 1 lakh list of Journals 5000 plus full-text e-journals and 1 lakh Thesis/Dissertation also can be accessed. The digital library has five computers for the use of students.

#### About SFI Library

Satyam Fashion Institute Library aims to cater information services of the students, faculty and researchers with its diverse collection and reference materials. Library also helps students in their curriculum activities. SFI Library is well organized and fully automated by an Integrated Library management software "KOHA" adopted in 2017. Library has a total collection of over 1840 volumes of books and subscribes to over 20 Printed Journals and magazines.

#### Features

- Provide learning resources (books, journals, magazine, newspapers also reference material like encyclopedia, dictionaries and other source books)
- Providing facilities for online registration.
- Provide facility to advance search of books using OPAC
- Remote access to the library
- Provide access to e-books and other digital content using SARAL platform.

- Provides a comfortable learning space to the students, faculty and staff.
- The Library is also a member of DELNET and has access to the holdings of around 4500+ Libraries. Approximately 79 lakhs full text documents including e-books, e-articles & e-journals. Nearly 30 e –books, 1 lakh list of Journals 5000 plus full text e-journals and 1 lakh Thesis/Dissertation also can be accessed. The digital library has five computers for the use of students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 2.8

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.608247	2.05054	3.65477	4.1150	1.58602

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 70

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 70

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The College is highly committed to adopt digital practices in all office and student-related work. During the current Covid-19 pandemic also, the College has seamlessly switched over to the digital mode in academic and administrative functioning. Teachers and students are provided all facilities and administrative assistance in the conduct of online teaching-learning. IQAC collaborates with various departments to organize virtual lectures and talks and interviews of eminent personalities across the world. The College also encourages the faculty to record lectures for future reference and benefit of the students. For enhanced internet connectivity of internet, lease line has been revised last year and increased to 50MBPS.

Security - The campus is CCTV enabled. It makes screening easier on special days like College fest, annual functions etc. to avoid any scuffles and untoward incidents in the campus. Payment of bills and fee submission etc. All digital payment options are available. The Administration is virtually in touch with the non-teaching staff all the time during office hours. All the officials of the College are connected with the Principal through a Google worksheet where routine jobs are assigned to concerned officials and are routinely monitored.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 9

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** A. 750 MBPS

<b>File Description</b>	<b>Document</b>
Upload any additional Information	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 577.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
750.9	146.4	127.2	105.32	114.9

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

There are established systems and procedures for maintaining and utilizing physical, academic, and support facilities such as laboratories, sports complex, computers, classrooms, etc. The maintenance of physical, academic and support facilities is carried out by the respective departments with the help of in-house staff daily and periodically. Furthermore, care has been taken to keep the machines and all types of equipment in working condition. In case of breakdowns, standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain the physical facilities and Housekeeping. A brief description is presented below on the maintenance and utilization of some facilities.

**1. Laboratories :**

Each laboratory has one teacher as the lab in charge, a lab assistant and an attendant. The lab in charge is responsible for maintaining and upgrading the laboratory. Deadstock verification (Physical Verification) is carried out to verify working, nonworking, and missing equipments. Lab assistance keeps a record of the utilization of equipments, computers and other required materials for experiments.

**2. Library:**

A Librarian with supporting staff has been appointed to maintain the central library. They focus on the availability and utilization of instructional material in the teaching and learning process. At the end of the Academic year, stock verification is done. Procurement of books as per the requirement is initiated through the library cell by inviting the requirement of the books from various departments. It is then processed for procurement.

**3. Sports :**

The Sports Teacher of the institute looks after the sports facilities and the activities. The sports equipments are issued to the students as per the schedule of the events. If any equipments get faulty, the sports teacher submits a proposal for maintenance. Preventive maintenance measures are taken in time. The sports teacher is responsible for keeping the record of the utilisation of sports Facilities, Activities held, awards for the students etc. Institute has also appointed housekeeping staff and gardener to maintain the ground area. 4. Class Rooms: Classrooms are allocated to all departments along with necessary I.C.T. tools. These are utilised as per the timetable of the department. The classrooms are cleaned on a daily basis and monitored by the institute supervisor. Principal, HOD, and Class teachers also monitor cleanliness and ensure that cleanliness is maintained in the classrooms. 5. I.T. facilities: All departments in the institute have P.C.s, essential software and peripherals. The laboratory technicians and system administrator maintain the I.T.facilities in the institute. In case of significant maintenance issues, vendors are hired to maintain I.T. facilities. 6. Electrical, Drinking water coolers, Lift etc.: Institute has employed technicians (electrician and plumber) to keep and maintain electrical and water drinking facilities. Institute has also appointed housekeeping staff and gardener to maintain the gardens. 7. CCTV: To maintain the internet connectivity and CCTV security system, a network and system administration team is appointed. LCD projectors, E.P.B.X. system, air conditioners are maintained with the help of external agencies. Security staff, including ladies guards under a security supervisor, is employed to safeguard the whole premises

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

NVAAC



## 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 last five years

Response: 28.61

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
21	12	28	33	34

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 28.61

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
21	12	28	33	34

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

**Response:** B. 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 36.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	40	20	30	30

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>

## 5.2 Student Progression

<p><b>5.2.1 Average percentage of placement of outgoing students during the last five years</b></p> <p><b>Response:</b> 14.03</p>														
<p><b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>11</td> <td>13</td> <td>6</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	9	5	11	13	6
2020-21	2019-20	2018-19	2017-18	2016-17										
9	5	11	13	6										
<p><b>5.2.2 Average percentage of students progressing to higher education during the last five years</b></p> <p><b>Response:</b> 7.89</p>														
<p><b>5.2.2.1 Number of outgoing student progressing to higher education.</b></p> <p>Response: 6</p>														
<table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Upload any additional information</td> <td><a href="#">View Document</a></td> </tr> <tr> <td>Self attested list of students placed</td> <td><a href="#">View Document</a></td> </tr> <tr> <td>Institutional data in prescribed format</td> <td><a href="#">View Document</a></td> </tr> </tbody> </table>					File Description	Document	Upload any additional information	<a href="#">View Document</a>	Self attested list of students placed	<a href="#">View Document</a>	Institutional data in prescribed format	<a href="#">View Document</a>		
File Description	Document													
Upload any additional information	<a href="#">View Document</a>													
Self attested list of students placed	<a href="#">View Document</a>													
Institutional data in prescribed format	<a href="#">View Document</a>													
<p><b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b></p> <p><b>Response:</b> 0</p>														
<p><b>5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg:</b></p>														

**JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 13

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	2	4	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-**

**curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**

**Response:**

The institute encourages students to have a student representative for every semester and every batch. The functioning of this student body is governed by the students along with faculty in charge. These representatives act as a bridge between the Principal, HOD and students. The student representatives put the grievances of students (if any) to the HOD & Principal. HOD and Principal, then recommend the convener of the respective cell to handle that in a right way. The student representatives are active in all kinds of cultural and academic activities and its dynamic and enthusiastic volunteering for each and every event has been remarkable. During the Pandemic times, we witnessed the most active participation from the student body. The student representatives in all the academic cells encourage all the students to become a part of Institutional activities.

The student body believes that 'each one can contribute in one way or another' and takes the immense effort to inspire their batch mates to show energetic participation in the area of their specific interest at least. With every passing year the student participation grows and in the last five years we have achieved a milestone as we all have converted our normal routine to virtual mode and vice versa. We saw massive volunteering from students towards creating and curating events like webinars, alumni-sessions, workshops, festival celebrations etc both academic and cultural events in both ways. Apart from this, students are also encouraged to become part of the different committees and cells that we run as an institute. SFI have 13 active cells where students have their active participation:

1. Internal Quality Assurance Cell (IQAC)
2. Admission Cell
3. Anti Ragging Cell
4. Women Cell /ICC
5. Sports Cell
6. Cultural Cell
7. Grievance/ Redressal Cell
8. Examination Cell
9. Placement Assistance Cell
10. Alumni Cell
11. Library Cell
12. Publication Cell
13. Extension Activities Cell

Funds for such activities are provided by the Institute. The student representatives in the above committees play an important role by actively participating and providing suggestions for overall improvement of the academic ambiance and to build the culture of excellence. Various events are organized through these cells be it yoga sessions, festival celebration or exhibition and fashion weeks participation..

The institute has also taken the initiative for enrollment and registration for NCC and NSS programmes. The schemes for the same will be activated in the academic year 2022-23.

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

### 5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

**Response:** 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	11	4	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

The academic excellence of our students speaks volumes about the heights that SFI has reached. The Institute has a strong alumni association; conducting alumni meet once in a year. Some of the alumni of the institute are Freelancer, senior designer and

stylist, Handicraft designer in Ministry of Textiles, PD Merchandiser, and Assistant Professor etc. Some of our alumni have their own brands.

There is a registered Alumni Association with 6 Positions:

1. President
2. Vice- President
3. Secretary
4. Joint Secretary
5. Treasures
6. Joint Treasurer

to contribute significantly into the development of the institution through financial and/or other support services. The college has started the process of registering the Alumni Association December 2021 and received its agreement in January 2022.

Alumni suggestions are considered for overall improvement of the institute. The alumni have immensely contributed wholeheartedly in terms of placements, guest lecturers, industry connect and guidance for postgraduate studies. The alumni association builds a network among alumni and the corporate world. The association helps in holding interactive sessions and motivates students towards employability.

They also extend their support for campus placements and summer training. Counseling session have been for the foundation year students done by the alumni for the guidance of stream specialization. The alumni fund will be used for alumni related activities like the alumni meet. The alumni association is always active to ensure participation in meetings and furnish updates of information of alumni regarding their career progress.

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

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

**Response:** D. 1 Lakhs - 3 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Satyam Fashion Institute is deeply focussed around Student development initiatives and providing a cohesive platform to both faculty and students to raise their opinions and concerns on a neutral ground, to be heard, readdressed and acted on. The institute is governed by the Board members:

1. Trustees
2. Chairperson
3. Secretary;

for policy matters, and advising, there is a College Development Committee and other industry associates. The leadership of the college sets the direction for IQAC to work towards achieving:

Vision - The college works effectively towards becoming a top design institute and to be recognized as a leader in defining design education by enabling an all-inclusive environment and impart academic, and a career-oriented education to ensure skillful and suitable employment opportunities.

Satyam Fashion Institute believes in providing quality education. To fulfill this goal highly trained and dedicated faculty, staff, leading-edge technology, advanced learning resources and a comprehensive support system work in harmony by employing multidimensional innovative techniques.

Mission- An effective participation from all the stakeholders plays a pivotal role in fulfilling the mission of the college that is empowering women through education. We produce design professionals emphasizing a two way teaching-learning process, which aims to nurture a self-sustainable environment in the design industry for women and create a center of excellence.

The students get an exposure to various cultural, environmental and social causes via several programs and events organized frequently by the college. The role and participation of faculty in these endeavors helps in making the mission of the college highly achievable.

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

#### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and



**participative management****Response:**

The SFI follows the practice of decentralisation in its true sense, in all the three important pillars of the institution, viz. academics, administration and extra-curricular activities. The practice of decentralisation and participatory management is reflected in all the activities of the institute through a strong and efficient Organogram of the college which includes the IQAC, HOD, teaching and Nonteaching members along with various academic cells incharges and Student Council.

The management has a participative management system with collective decision-making involving Chairperson, Principal, and HOD. The Institute has developed a well-defined decentralized system to follow the university guidelines for conducting the Internal Assessments as well as end-Semester Examinations. The Examination Cell Incharge under the advice of the HOD & Principal executes the process in close liaison with the instructions to the faculty members and students. The requirement for setting question papers are informed to the Principal, HOD and Exam coordinator by the University which is sent for distribution amongst the faculty members confidentially.

HOD & Principal meet regularly with faculty members to look at key issues regarding system development, implementation and improvement. The curriculum of all courses is revisited on a regular basis for continuous improvement.

During Pandemic, the Institute adopted new initiatives through effective leadership and governance. Further, various committees are identified for specific purposes. Each of the committees has clear guidelines and tasks identified via the Internal Quality Assurance Committee (IQAC). Such initiatives have impacted the strategies adopted by the Institute in furtherance of its vision targeting financial management, resource mobilization, effective utilization of human resources and overall efficiency enhancement.

The primary objective of decentralisation with regard to this particular cultural event is to unite the organisational culture, to provide opportunities for teachers as well as students to contribute their efforts. The decision to hold the Annual Cultural Festival is taken by the IQAC and the Cultural Cell of the Institute is implemented with the task of organizing the event. To strengthen the idea of participative decision making, the Principal of the College has bond between the team and for best output the suggestions of each member is taken during the academic cell and IQAC meeting which includes the plannin , budgeting ,Sponsorship, Finance and Accounts, Programmes, Stalls, Security, Publicity and Logistics and formation of committees . Each Committee/Sub-Committee has Teaching and Non-teaching members as Advisors and some students who are part of the Academic cells. The Sponsorship Committee seeks opportunities for arranging funds from various sources such as stalls of food, garments , accessories , products and utility items . The Stalls Committee manages the setup of food and goods stalls during the Carnival and Ignite the annual event of the Institute. The Security Committee in coordination with Uttar Pradesh Police ensures that the event is conducted in a safe and secure environment. The IQAC ,HOD and The Principal put up Duty Charts for Teaching and NonTeaching Staff. Each staff member has to voluntarily sign up for the slots of duties with the coordination of Students from various cells .

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

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

SFI believes in hard work and excellence in all dimensions in the way in which the faculty and the students get opportunities to learn new skills, meet the global changes happening in day to day life. The institute has successfully implemented many strategic plans in the past years. During covid pandemic also the Institution followed a prospective plan. The aspects considered are: Quality enhancement through improved teaching-learning environment in hybrid mode, enhancement of student support systems, improved student success rate, innovative and industry-relevant curriculum design and creative academic delivery; with effective technological integration in the teaching-learning process, teacher as a facilitator/mentor than just a full time tutor, establishing a research facilities and to nurture and develop research culture among the students and staff, life skills as an integral part in curriculum development and delivery, emphasis on multi-dimensional evaluation of student learning and enabling the outcomes to match with their employers' expectations.

This has led to increase in student strength and consecutively the number of faculties has also increased manifold with each passing day.

It is effectively deployed to focus on bringing quality improvements in the areas of -

Curricular Planning and Implementation by providing the value added programs and industry projects inculcation ,

Teaching- Learning Processes by using hybrid mode of teaching, Research, Collaboration and Extension Activities are done with various industries and NGO's MoUs signed with Industrial sectors for training, development and placements.

Academic infrastructural facilities with the installation of machinery and equipments for students ,

Student Support Activities and Student Progression by providing them scholarship

Internal Quality Assurance System by assuring the quality through feedbackforms

Institutional Values and Best Practices by providing them earn while you learn opportunity and promoting hands on experience for sustainable approach .Newvalue added programs are introduced keeping in mind their relevance and market needs, in order to empower young women through targeted recruitment, internship programs, MOU's with various industries and other professional enrichment opportunities.

The College has also introduced an E-journal entitled, 'Design Quest' which is an interdisciplinary

refereed e-journal published annually. It is an interdisciplinary journal covering a range of subjects which provides a platform to students as well as researchers to showcase their innovative research on various fields

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

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

#### Response:

Satyam Fashion Institute is dedicated to develop intellectual excellence and rich cultural heritage. In this process it recognizes the essential contribution of diverse communities to the advancement of its goals and ideals. The institute has an effective and efficient management system, clearly defined policies and transparent mechanism. The Governing Body, IQAC, all the cells together work efficiently to maintain a healthy, vibrant and welcoming environment for all people irrespective of those who feel vulnerable to discrimination, on the basis of their language, region, caste, creed and the like. Satyam Group of Institutions rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance.

The Principal is the chief executive and academic officer of the college. She holds the key to the administration, organization of teaching and extra-curricular activities in the college. The role of the IQAC coordinator is to streamline, enhance and give direction to quality initiatives and maintain proper records.

Faculty participation in governance promotes diverse ideas, shared responsibility, collaboration, collegiality, and institutional excellence. Furthermore, it is the right of all faculty members to participate in governance without fear of retaliation in subsequent decisions. It is the responsibility of the central administration, Principal and HOD to protect these rights. The governing faculty of each academic unit should establish the operating procedures of its academic unit governance entities including, but not limited to, procedures of agenda setting, establishment of a quorum, determination of membership qualification of attendance by persons other than members, appointment of a faculty secretary, distribution of minutes, and the retention/filing of minutes. The service rules, recruitment policies and retirement policies are made as per the University recommendation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** C. 2 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

Progress of an organization depends on its employees. The Institute has effective welfare schemes for the benefit of its teaching and non-teaching staff. SFI offers the following welfare measures for all its employees:

1. Summer and winter vacation to both teaching and non-teaching staff
2. Maternity leave of ninety days
3. Salary Advance to needy staff members
4. Free uniforms for class IV employees
5. Encouragement for research and development activities
6. Faculty development programs(FDP) for faculty members on regular basis,
7. Provision of leaves; Casual leave, medical leave, earned leave, Permission for Flexible Hours for faculty
8. Financial support for teaching faculties to attend conferences, workshops
9. Financial support to students by providing them scholarships

10. Financial support to students by providing them Earn while you are learning opportunity

11. Conveyance for official duties Periodic social gathering

12. Gifts/ bonus on festivals

13. First-aid facilities etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 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: 43.72

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	8	1	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 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: 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	4	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 22.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	2	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:**

Quality teaching is imperative for improving student outcomes and

achievements. The organization has a well designed performance appraisal system. It is executed with the help of self Appraisal Reports which gives quantitative assessment of the faculty members. A systematic and effective Performance Appraisal System of the Institute provides teaching and non-teaching staff with eloquent appraisals that encourages professional learning and growth. Appraisal System for performance review of the faculty members is conducted by the management of the Institute on the basis of following criteria:

1. A structured “Self- Appraisal Form” is given to each faculty member for evaluation. The Principal & HOD gives their remarks on the performance of the faculty member.
2. Performance Appraisal form for Non-Teaching staff is based on the qualitative and quantitative

responses towards performance parameters.

3. Performance Review is conducted at the end of an academic year. Wherever, there is scope for improvement, it is communicated to the concerned faculty/staff through the HOD/ Principal.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

It is a self-financed institute. All the financial records of the accounts are kept meticulously. Provision of annual balance sheets is there. All the bills and receipts are maintained. The Account officer uses all the effective tools for monitoring financial data in the institute. There are two chartered accountants (CA) in the Board of Trustees who advise on financial matters. This leaves no scope for misspending or misuse of valuable resources. Institute conducts auditing by appointing an external auditor who conducts external auditing each year. The external auditing involves performing procedures to obtain evidence about the amounts and disclosures in the financial statements.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

Being a self-financed institute, fee collection is the only major source of revenue/income generation for the institute. The annual budget is prepared according to the need and requirements of the departments taking into consideration the annual intake of students, infrastructure development, students, Salaries, Other recurring expenses and promotions and latest technologies etc.

A large number of students have been given fee concessions by management in the last five years and the amount concession given is borne by the management to encourage the economically weaker and meritorious students to pursue their studies.

Our initiatives for resource mobilization and optimal utilization of resources puts in the forefront quality of education and growth of students, as the primary and fundamental objective.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

#### Response:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by The IQAC of the institution are as under following heads:

- 1.All the faculty members are encouraged and supported to participate in Orientation, refresher courses, Workshops, Seminars and conferences related to the teacher-learning process and research.
- 2.Teachers are also supported and encouraged to participate in examination evaluation processes.
- 3.The Internal Quality Assurance Cell was started in the year 2017 to monitor the quality of services being provided by the institution to its stakeholders.
- 4.An IQAC committee is formed and approved by the governing body to take care of Quality



assurance strategies and processes.

5. SFI is committed to continually improve the infrastructure, enhance the faculty competencies and empower the students to self-learning.
6. The IQAC enables the institution to focus on this mission.
7. Reviewing of the quality policy is done once in every semester and the revision takes place as and when required by the IQAC committee.
8. The institute's website is being up-graded regularly and various forms for the staff and students have been up-loaded on the college website for easy accessibility.
9. Parameters related to the enhancing of the quality of the institution like workshops, conferences, FDP's, paper publications, innovations in teaching and more are considered after the approval of IQAC Committee.
10. Streamlining of internships, annual fests, design shows, cultural fest, industrial visits, competitive activities and various other events of the institute.

Training programs for the faculty- The institution pays a lot of attention to the quality of its product. Through years of progress it has initiated and developed several activities and training programs for the faculty through IQAC. Some of the notable activities organized by IQAC for the development of the institution are English communication skills, yoga, meditation training and outcome based education among many more.

Career Guidance and Placement: Drawing from its rich experience in design education since 2007 the placement statistics of a decade and invaluable inputs from numerous leading industry experts, the Institution has designed an exhaustive and innovative four-year program. Built to help the students secure their future and enable them to create their own path, The program includes career mapping, internships, industry certifications and counseling for students to ensure that the participants remain on track through these various adapted methods, the students receive a holistic development that helps them build their own unique personality. Alongside providing quality education, SFI also ensures that this education is useful to its students in whatever profession they wish to choose. These examples are among the many others.

Apart from these two initiatives, the college constantly reinvents and innovates itself to comply with the need to maintain high quality education. It strives to be the best so that it can provide the best to its students as that is what they truly deserve. They keep in mind the vision and mission of the institution and conduct regular self-assessments to ensure the IQAC's efficient functioning as well.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals. Course information of every course is used to bring objectivity and strategize the course of teaching and learning for every topic. The faculties go through the syllabus and ensure that all the registered students fulfill the prerequisites of the course. They check if the students have a fair knowledge of the basics, so that they are able to understand the teaching. A proper plan for each topic and its delivery is made by the teacher. The college's automation system allows the teacher to input the exact date and the topic taught for future reference as well. At the end of every topic, the teacher conducts a pre- planned revision. Mapping of the course outcome is done along with the program outcome. Course files have proven to be great guiding tools that provide the teacher direction and a sense of clarity while teaching.

Some of the activities of IQAC in this regard are: each year's AQAR preparation and submission; Students feedback, teaching-learning process and evaluation, collection of feedback from the students, and teachers measure the extent of the implementation and assessment of impact of academic activities.

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

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NVAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

As a leading women's college, our vision rests on creating a safe space for our students and providing a gender sensitive and empowering education. The Women's Cell or ICC (Internal complaints committee) formed under the IQAC cell by the college plays a critical role in fostering gender sensitivity on campus. Numerous programmes like lectures, conferences, and workshops are organised throughout the year that aim to create awareness amongst students.

Gender Sensitization is a critical issue. The Institute organizes programs and events at regular intervals in order to spread awareness about the issue. The Institute aims to help provide gender equity. The institute has constituted various cells with senior female faculty/staff members viz. Anti-Ragging Cell, Women Cell and Internal Complaint Committee (ICC), as per rules and regulations of Statutory Authorities. The Institution shows gender sensitivity in providing facilities such as Safety and Security the Institute believes in gender equality and makes effort towards Gender sensitization.

The focus of the Women cell and ICC is to provide adequate space for students to engage in open discussions and think critically on various issues such as: gender and sexuality, violence at home, influence of media, health and hygiene. The ICC and Women Cell have also organised various awareness orientation programmes and workshops for all the students, teaching and non-teaching staff on the issue of sexual harassment at the workplace.

SFI believes in promoting student diversity in all Degree and Diploma programmes. The Admission policy clearly states that equal opportunity will be given to all candidates as per the government of India guidelines.

There is no report of ragging in the campus as it seems that the concept of ragging is completely erased from the minds of students.

Common Room: The College has a common room where a first aid facility is provided at hand. The college provides basic medical aid for all grade employees of the institution, necessary for girl students. Medical aid is provided free of cost.

The institution prides itself in being one of the pioneers in introducing Women Studies course at UG level. The curriculum was designed to have a discourse on several topics like Apart from the curriculum, the institute has the following facilities for women:

- 1) CCTV cameras installed all over the campus to track the activity of students thus ensuring their safety inside the campus.
- 2) A resident lady warden in the hostel is employed. Suggestion/complaint boxes are made available at defined locations for the students and employees to drop in their cause of concern in the form of a written

complaint.

2) Adequate security forces are available in the college 24/7 in the whole campus.

3) Mandatory ID cards are provided to faculty and Students. Visitor's log book is maintained at the security gates for others.

4) The College celebrates International Women's Day with relevant and contemporary themes and organizes sessions to touch upon themes like Women and Good Governance, Social Media and Feminism, Role of Women in promoting Communal Harmony and National Integration and many more.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The environment of the Institute is eco-friendly. Institute has designed an integrated waste management system for optimizing and analysing waste. It is based on the concept that all aspects of waste management should be analysed together. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. The institute has taken conscious efforts to enhance and nurture the eco-friendly environment and always strives for a sustainable environment in the campus. A dedicated team of gardeners and sweepers take care of lawns, gardens, plantation, maintenance, etc. to maintain the green environment in the campus in a regular manner. Solid waste management: The institute has an effective mechanism for waste management. The vegetable waste and leftover waste from the hostel and canteen is segregated into biodegradable and nonbiodegradable waste. The bio-degradable waste is put into a pit and left to ferment which will be used later as fertilizer to plants in the campus. Non-Biodegradable solid waste is handed over to the municipal approved landfill site. Hazardous Waste of oil from D.G sets is sold to authorized recyclers. Liquid waste: Grey water and Black water generated is discharged to the municipality's sewer line through a line of network which gets treated by authority at zone level WTP. E-waste: Discarded electronic devices such as old desktops, printers, mobiles & machines to be sold to authorize recycler vendors. Hierarchical approach is adapted for waste by Reducing, Reusing & Recycling.

The entire spectrum of waste generation, segregation and collection is processed systematically in the campus. The waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

For sustainable development of the college all the waste generated in the campus is properly segregated and disposed. Solid and semi-solid organic waste from garden, canteen and hostel mess is fed into the composting unit in college premises to produce manure. Vermi-composting pits are also maintained in the campus. Paper waste is utilized by the students for craft work, paper mache and rest is systematically recycled.

We organized an E-Waste Awareness Campaign by collaborating with Namo e-waste management company', an organisation that collects and recycles e-waste. Talks, quizzes and competitions were held to educate the students and staff alike and to encourage active participation.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**

**5.Maintenance of water bodies and distribution system in the campus****Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like International Women's day, Yoga day, National Girl Child Day, also promote tolerance and harmony. The institute provides an eminent inclusive environment for both students and faculties. National festivals like Independence Day and Republic Day for celebrated every year with full vigour. Students organize the teachers' day every year in the College campus to felicitate the teachers. Various other activities like holi & diwali celebrations, Christmas day are also celebrated by the students. Since pandemic occurs all the events have organized in hybrid mode. With the motive of learning must continued during this tough situation institute motivated their students and faculty members to attend various virtual activities and webinar like Heartfulness Webinar on 'Resilience in Crisis', Webinar with the Designer Rina Dhaka, Visual Merchandising Industry Sessions, SWAYAM-NPTEL Webinar orientation, BGIF- CRIS Webinar on Sustainability, DELNET Webinar, SOWTEX online Networking session, Art Pe Charcha Series etc. In addition institute organized various workshop to enhance knowledge & skills i.e. SELF- SANITIZATION Workshop, Resume writing, Women Empowerment Workshop, Portfolio and Tech Pack Development, Digital Literacy, Heartfulness Live Sessions etc. Google Tool Workshop for the Faculty Members was also organized. A national workshop on 'Handmade Hand Sewn Garments' and TRI-3D Certificate Programme were also arranged to skilled students. Apart from that some skill full workshop i.e body measurement taking, importance of reading newspaper, hand weaving were also organized for 4th grade staff.



File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

Our institution takes all possible initiatives by conducting several events and programmes for strengthening the students, teaching and non-teaching staff to become more responsible citizens country by sensitizing them to the constitution of the country. As more responsible citizens of country the students are motivated to take part in several activities of the college. Our college also motivates students by celebrating Constitution Day-Every year day is celebrated on 26th Jan by highlighting the importance of Indian Constitutional values, duties and responsibilities of citizens. Independence Day- is also celebrated each year to highlight struggle of freedom and the importance of Indian constitution. The celebration is attended by teaching and non-teaching Staff. The Flag hosting with National anthem followed by distribution of sweets is the regular practice of the programme. Environmental science constitutes the part of curricular teaching and evaluation to sensitize the students on the pre of the ecosystem and environment. Our college celebrates world environment day where Students a sensitized to adapt green practices, conservation of natural resources. As the world was hit by the Pandemic SFI Students wilfully attained their responsibility as a citizen and spread the message to not to find a day to plant a sapling through plantation drive.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1.The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

The institute has a tradition of celebrating the Republic Day and Independence Day with full vigour and enthusiasm. The Constitution Day celebration is another national event which infuses spirit and devotion to the Constitution of our Nation, in commemoration of the adoption of the constitution of India in 1950. International girl child day, International Women's day, Yoga day, World Environment Day on 5th June was celebrated with plantation in campus. Various competitions organized on the occasion of Gandhi Jayanti, National handloom Day, Diwali, holi, vasant panchmi, vishvkarma divas etc. The Institute celebrates Teachers Day at 5th September on the birth anniversary of Dr. S. P. Radhakrisnan. The institute has a tradition of celebrating the Independence Day and republic day every year with full enthusiasm to highlight struggle of freedom and the importance of Indian constitution. Due to the covid pandemic, the institute is closed for students. However, still, efforts have been made to conduct various important events either through minimum staff or on virtual mode. SFI takes pride in organising all the important national events irrespective of any bias towards caste, or religion. Satyam Fashion Institute has developed and implemented a Craft Cluster Program which aims to provide the students with continuous exposure to the handloom and handicraft clusters, thus providing an opportunity for creative innovation and experimentation. Through this initiative, the institute aims to reach out to craftsmen and artisans of Noida Hatt at the ground level. The craftsmen and artisans involved in the initiative will benefit through knowledge dissemination and exposure to urban markets and design intervention, innovative designs and linkages with new markets. Craftsmen and artisans were facilitated by institution.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:****Best Practice I**

## 1. Title of the Practice

Skill Enhancement through Product Development

## 2. Objectives of the Practice

During the Lockdown due to the spread of the Coronavirus variant, the institute tried to make use of the available resources and convert them to productive materials. The institute continuously tries to improvise on the designing and production enhancement skills of their students as well staff members by engaging in these in-house activities. These developed products contribute both in the upcoming entrepreneurial activities scheduled by the institute in the form of exhibition by product selling as well as in the course curriculum product development strategies. The institute also plans to demonstrate the designing and construction process of these products to the students as a part of their on- going syllabus of various courses.

The Prime objective of the project is:

1. To upgrade the product development skill of the students as well staff members.
2. To understand the designing of the accessorised products.
3. To make students understand the usage of various raw or scrap materials into making something useful.
4. To make the students as well as staff understand the product marketability concept.

## 3. The Context

Entrepreneur skills include various skill sets that include leadership, business management, time management, creative thinking and problem-solving. These skills are very important for promoting and improving one's innovation, creativity and competitiveness. Developing these skills means developing various skills together.

Implementing ideas is not an easy process even though entrepreneurs profile are crucial to define a business idea and implement it successfully, but it is important to note that there is also the possibility of developing entrepreneurial characteristics and here come the role of educational institutions like us that should play a key role, very early in the creation of knowledge and skills related to entrepreneurship. For enhancing the visibility of products made by students, these products are displayed in the resource centre 'Abhivyakti'. Also, the students are given opportunities to participate in events and exhibitions for selling and promoting their creativity.

## 4. The Practice

Product development is a process where concepts are converted into real working models and are brought to the market, creating differences in people's lives. Various stages of building a new product :

- Idea generation
- Evaluation and screening
- Market Analysis of the product
- Imbibe the purpose
- Development and Testing
- Presentation (Market testing)
- Commercialization

Here also in this practice all the products were made keeping in mind all these points and designing was done with the implementation of all core concepts.

#### 5. Evidence of success

The Project was a great success which is evident from the development of the vivid category of products that includes: File folder – 8 pcs, File folder with overlap covering- 2 pcs, File covers- 2 pcs, Mini handbags – 2 pcs, Front overlapped closing bag- 1 pc, Scissor Holder- 1 pc.

This kind of product development activity will also help in enhancing student's entrepreneurial skills where they can opt for products which are of commercial value and the institute will circulate and promote these products through its Resource Centre platform.

#### 6. Problems encountered and Resources Required

One of the major problems encountered in the execution of the practice is the prevailing spread of the Omicron variant of coronavirus that pushes for the inactiveness of the participant (including students and staff members).



Various of the products developed during the practice of this Product Development

## Best Practice II

### 1. Title of the Practice

#### Craft Cluster Initiatives

### 2. Objective:

As an overview Satyam Fashion Institute has developed and implemented a Craft Cluster Program in alignment with curriculum which aims to provide the students with continuous exposure to the traditional handloom and handicrafts of India, thus providing an opportunity for creative innovation and experimentation with the root of culture. Through this initiative, the institute aims to reach out to craftsmen and artisans at the grass root level. The craftsmen and artisans involved in the initiative are benefited through exposure to urban markets and design intervention, innovative design ideas of students and linkages with new markets.

The Craft Cluster initiative at the institute is designed with the objectives to combine traditional knowledge and skills of crafts with contemporary market needs and trends and to enable students to explore the linkages between environment, craft traditions and society through field studies. Through this initiative, the institute has been successful in creating widespread awareness and sensitivity in assimilating crafts into fashion and vice-versa.

The practice has been established with the objective of synergizing traditional knowledge and skills with contemporary needs and trends. As per the current market scenario, these crafts cannot exist in isolation and have to interact with other disciplines. Globalization, along with new markets and opportunities, has birthed new challenges related to completion, sustainability, technology and intellectual property, among others. Main objectives of this project are:

- To understand the vital role of the communities doing these crafts and their integral relationship to Indian society.
- To make students able to understand the relationship between Indian culture, economics and aesthetics,
- To enable students to explore the linkages between environment, craft traditions and society through field studies,
- To develop a respect for the diversity of Indian handicraft traditions and to uphold the dignity of its practitioners by understanding the challenges faced by them,
- To introduce Indian culture through the crafts, so that school students appreciate the variety of skills and expressions of the Indian artist
- To provide students a creative aesthetic experience of the unique visual and material culture of India and develop values of conservation, protection of the environment, resources and heritage of the country,
- To enable students to understand the relationship between tradition and contemporary trends, form and function, creator and consumer.
- To understand the processes of making a craft product from scratch to finish,
- To equip students with the tools to promote craft traditions to wider applications through applied crafts.

### 3. The Context

The Craft Cluster Initiative program is envisaged to supply the scholars of the institute systematic, continuous and regular exposure per annum to the diversely rich and unique handlooms and handicrafts of India. Under this dynamic initiative, the students work closely with the artisans and weavers in clusters of India and undertake activities like diagnostic study, design intervention and prototype development. The artisans and weavers also are invited to campus for exposure workshops, demonstration workshops and exhibitions where they get a chance to interact with the craft experts, upgrade their product and style knowledge and understand consumers within the urban markets.

### 4. The Practice

The practice is very unique in its own way. The students are initially given a briefing of all the important handicrafts of India. After making this base, the students are assigned their project of application that will help them in developing a thought process about the type of craft. The students undergo the practice of initially researching about the craft completely and then followed by learning the craft itself under the guidance of its skilled craftsman. The research is the in-depth study of the particular craft, its place of origin, culture of that place, methodology of craft making and so on.

Under this practice, the following technique is utilised for the process of craft perseverance:

1. Audio Video - which include the interview of the craftsmen and video of the locality and the video of the craftsmen working.
2. Complete Project documentation
3. The document format is as under:

SL. NO.	CONTENTS	REMARKS
1	Cover page	Only the name of the document
2	Title Page	Name of the document with the name of the students
3	Preface	About the cluster project
4	Certificate	
5	Acknowledgement	
6	Introduction	
7	Place of work	Location, map, demographics, geography etc
8	History	Culture, crafts, etc
9	Lifestyle and Society	social infrastructure, daily routine, source of income, religion, culture and beliefs, marriage
10	Costumes and products	
11	Art and craft of the place of study	
12	About Craft	Introduction
13	History and Evolution	
14	Raw Materials	
15	Tools and Techniques	
16	Process	
17	Cost Structures	
18	Products	Traditional/ contemporary
19	Current status of crafts and its market	Export/ Domestic/ Popularity
20	SWOT	
21	Nodal agencies	Govt, NGOs, etc
22	Design Intervention	Soft and Hard Design
23	Products Development	Brief, sketches, technical details, shoots, costing details etc.
24	Interview	Artisan
25	Appendix	Interview Schedules (with artisans, owners, govt. authorities, etc.)
26	Conclusion	
27	Your Journey as a Witness	

28	Bibliography	
29	Last page	Designer Brief

#### 5. Evidence of success-

The project is a great success from the past many years as the students undergo the practice and gain a lot of information at grass root level about the craft. Also the students were more sensitised towards the crafts and craftsmen working for it.

The students also organise exhibitions, presentations and a jury of the same and external experts and visitors give feedback on the work of the students.

#### 6. Problems encountered and Resources Required-

Major Problems faced during the project:

- 1) Understanding of the language of the local craftsman which thus creates interaction problems.
- 2) Understanding the culture of the region where the students went for their projects.
- 3) Stay of 15 days in villages where the students who went had no experience of the life and socio-economic status of the villagers.
- 4) For the past 2 years of pandemic, due to lockdown the students faced difficulties in travelling to the craftsman places to understand the craft, so try to overcome by taking the virtual sessions for the same.

Resources Required:

- 1) Personal Interview
- 2) History and social environment of the craft area
- 3) Maps

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust



**within 1000 words**

**Response:**

The institute is imparting education to women from all segments of life following its mission of Women Empowerment. It helps women to develop knowledge of design related areas and groom them for professional careers. The Vision of institute is "To aspire women from all segments of life following its mission of Women Empowerment and train women staff for skill enhancement programs to develop their skills such as Personality enrichment, Employability skill development, Entrepreneurial development, Communication skill development etc.

The institute is always geared to add to the national development of the country by imparting value education to the most important segment of the society. It is visualized that the women students then could become intellectually resourceful, morally upright, socially committed and spiritually inspired with the consciousness of the dignity of womanhood and their rightful place in the society sufficiently empowered to encounter the challenges of the present day society. The institute has always strived to nurture a self-sustainable environment in the design and media industry for women and create a center of excellence. We believe in making overall advancement in our country by making Indian women self reliant and independent through developing entrepreneurial skills and providing them education. Also, the institute has worked upon creating sustainable practices at the work place by utilizing old fabrics, clothes, furniture and scrap material. These kinds of materials have been reused and recycled in various ways for student's projects and resource

development in the institute. This activity has also helped in creating environmental consciousness among the students and staff members. The college endeavors to maintain a learning atmosphere that reinforces the ideals of professional competence and social commitment and to make them competent, self reliant, employable and service oriented with love and faith and with the

futuristic perspective of social transformation, ecological, national and global consciousness. The academic programmes, co-curricular and extra-curricular activities are designed meticulously so as to reflect the vision and mission of the college, focusing on the empowerment of women and the first generation learners maintaining high academic standards to provide appropriate knowledge and skills to the students to meet the fast changing needs of the society. The institute organizes review meeting regularly in which industry people of different domains are invited to review the research works carried out by the faculty. The proximity of the college to industry in Noida creates a unique opportunity for collaboration with the industry. Students have an opportunity to develop ties with the professional design community through visits to exhibitions and fairs. During the year 2019-20, the world has seen the pandemic Covid-19 that impacted the activities in all spheres of life. Our institution stood strong as a family to support the affected students with

scholarships and fee waiver to cope up with the financial circumstances. Also, staff members were trained for developing masks using old materials as the markets were shut down. The masks were then distributed to all the visitors, staff members and to the roadside workers those who could not afford it.

The Institute is celebrating more than one decade of its meaningful contribution in the promotion of higher technical education with a focus on sustainable growth through positive industrial tie-ups, faculty expertise and media relationships. Earning media reputation over the years is one distinctive area to its priority and thrust.

In the 2020-21 academic year an MoU was signed with Heartfulness educational trust for improving the efficiency of inner strength through meditation. The teaching excellence at the Institute is inspirational for the young minds. In the environment of pandemic due to COVID 19, the faculty members learned and

utilized e-learning platforms when physical classroom teaching is not possible. Numerous Webinars on various beyond syllabus topics and digital events on extra-curricular activities were conducted for the next generation learning with belief that “learning must go on”.

Institute has proudly published an in house biannual research journal entitled “Design Quest- an advanced research journal on design” since 2018. The journal provides a platform to emerging and established designers, artists and scholars for sharing and disseminating their findings and research works. The journal is interdisciplinary and will be covering a wide range of design areas intending to all spheres of life. Scholars from across India and outside are writing for several issues of the Journal. It is excelling day by day. The Journal is registered from the Office of Registrar of Newspaper for India with RNI No. UPENG/2018/76546. It has been granted the International Standard Serial Number (ISSN) 2582-855X.

The institute is providing education to women from all segments of life, thus following its mission of Women Empowerment. It helps them to develop knowledge of design related areas and groom them for a professional career. Therefore, the institute is always geared to add to the national development of the country by imparting value education to one of the most important segments of the society.

It's always been visualized that the female students could become intellectually resourceful, morally motivated, socially committed and spiritually inspired with the consciousness of the dignity of womanhood and their rightful place in the society sufficiently empowered to encounter the challenges of the present day society. We believe in making overall advancement in our country by making Indian women self-reliant and independent through developing entrepreneurial skills and providing them education in the design and communication field.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Interdisciplinarity is one of the most important elements of the educational experience of students at SFI supporting our vision of cultivating skilled and creative students. Our faculty members have expertise with interdisciplinary backgrounds and crossdisciplinary research engagements. The College also invites experienced persons of eminence to deliver lectures and or hold the seminars as experts. Such Lectures and Seminars are interdisciplinary in nature to cover large number of students from different discipline.

The institute has functional Internal Quality Assurance Cell. Quality drivers are identified and focused during the academic monitoring meetings through the monthly reports submitted by each department and the weekly reports submitted by faculty members to the Principal through the Head of the Department. They are scrutinized and monitored to sustain the quality.

The Academic Cells was initiated in our college and they engage themselves as groups to solve the problems related to Academic learning and related facilities. The group consists of 4-6 members. They meet once a week at the end of the class hours. These students act as leaders of the cell. While the faculty member acts as a coordinator.

The faculty members are readily available to students to guide and to help them to solve their personal problems. Teachers also counsel the students on their career opportunities and try to make them aware of their strengths and shortcomings from time to time.

Economically weaker sections of the society are helped by giving fee concession and award of institutional scholarships.

The examination schedule related to both Internal Assessment and External Assessment for the academic year as Scheduled by the University & college is strictly followed.

The leadership includes the Governing Body, Board of Trustees, Principal as the Head of the Institution and HOD working in coordination for all departmental and administrative activities. Periodical meetings and frequent interactions with the faculty members and Students' representatives of the all the cells ensure the organization's management system development, implementation and continuous improvement.

### **Concluding Remarks :**

Satyam Fashion Institute exists to empower women through education by preparing talented students for professional careers, emphasizing learning through individual attention in a positively oriented university empowerment. Making the students embrace new technologies and compete at the global level imparting socially relevant quality education to develop the holistic personality of the students bringing out the inherent and latent talents and skills. At the onset, we would like to point out that we are a young and grooming institution committed to excel in academics and human development. We aspire to meet the highest standards of teaching, growth and performance. We may not compare in size to many established institutions but we have clarity of vision and are making continuous efforts to reach our goals.

We are also different from other institutions because we have a total commitment to social and ethical causes i.e. women education and empowerment. This institute is only for girls and we endeavor to provide opportunities to learn and grow to the not so affluent sections of the society. Earlier, fashion was restricted to elite classes only but we have opened our doors to all those girls who wish to opt for a career in fashion and designing irrespective of their social and economic status. We also work to make them self sufficient and strong so that they can survive and succeed in a highly competitive field. Our teaching is also linked to ethics and values which help them face the realities of life with confidence.

Satyam Fashion Institute (SFI) with a wide recognition in the industry has marked its name by grooming the young minds to a skilled design professional. The institute is located in NOIDA which is emerging as the hub of the apparel exporters in Delhi NCR comprising of many apparel units and media channels. The institute has developed valuable linkages with renowned designers, export houses in India. The alumni are working in diverse fields and having key positions in the society are the members of alumni association. Regular interaction is held with the alumni for suggestions and feedback for the betterment of the institute.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Please provide 1) Nomination Letter from their Affiliating University clearly indicating membership in BoS /Academic Council/ PG Council valid for the assessment period. 2) Letters from the affiliating university to the faculty for setting question paper for UG/PG programs.</p>																				
1.3.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</b></p> <p>1.3.2.1. <b>Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>36</td> <td>36</td> <td>37</td> </tr> </tbody> </table> <p>Remark : Please provide Document showing the experimental learning through project work/field work/internship as prescribed by the affiliating university / affiliating university curriculum.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	40	40	36	36	36	2020-21	2019-20	2018-19	2017-18	2016-17	40	40	36	36	37
2020-21	2019-20	2018-19	2017-18	2016-17																	
40	40	36	36	36																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
40	40	36	36	37																	
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>21</td> <td>19</td> <td>11</td> <td>11</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	18	21	19	11	11										
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	21	19	11	11																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	21	19	11	10

Remark : Please provide Final admission list indicating the category as published by the HEI and signed by the principal.

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

**2.3.3.1. Number of mentors**

Answer before DVV Verification : 10

Answer after DVV Verification: 11

Remark : Please provide Approved Mentor list as announced by the HEI.

**2.6.3 Average pass percentage of Students during last five years**

**2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	97	67	46	56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
73	97	67	46	56

**2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
77	98	70	47	60

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
77	98	70	47	61

Remark : Provided document is not clear, please provide clear document.

**3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,**

**Government and Government recognised bodies during the last five years****3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	11	2	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	11	2	0	1

Remark : Please provide Geo tagged Photographs and any other supporting document of relevance should have proper captions and dates.

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
933694	3445694	3759710	8992582	935068

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9.33694	3.445694	3.759710	8.992582	9.35068

Remark : As per supporting document.

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
260824.7	205054	365477	41150	158602

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

2.608247	2.05054	3.65477	4.1150	1.58602
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Remark : As per supporting document.

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7509783.44	14640637	12720676.51	10532109.09	11499043

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
750.9	146.4	127.2	105.32	114.9

Remark : DVV has converted the value into lakhs only.

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

Answer before DVV Verification : E. <1 Lakhs

Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs

Remark : Please provide Annual audited statements of accounts of HEI highlighting Alumni contribution duly certified by Chartered Accountant.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Please provide Policy document on E-governance. Annual e-governance report approved by Governing Council.

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of students year-wise during last five years</b>



Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
90	77	98	73	116

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
90	77	98	73	112

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	9	12

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	11	11	11	9

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14625443.93	25757295.49	24900724.34	24777222.77	26752962.87

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45.14540	43.73412	49.97553	44.09417	29.02565

3.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 49

Answer after DVV Verification : 10