

SATYAM FASHION INSTITUTE

NOIDA

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



**SELF STUDY REPORT
ACCREDITATION (CYCLE I)**

**SUBMITTED TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL**

May, 2016

DECLARATION BY HEAD OF THE INSITUTION

I hereby certify that data included in this Self Study Report are true to the best of our knowledge and can be validated by relevant testimonials. This report is prepared by the institution after internal discussions and no part of it has been outsourced.

Date:

(Dr. Mitali C. Goswami)

Principal

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PREFACE

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.

The academic programmes, co-curricular and extra-curricular activities are delivered 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.

Ms. Majulika Gautam – Retd. IAS

(Director General)

EXECUTIVE SUMMARY

Satyam Fashion Institute (SFI), NOIDA, Delhi NCR, is one of the premier fashion Institutes in India, providing UGC approved courses in affiliation with SNDT women's University, Mumbai. It was institutionalized in July, 2007 by Satyam Charitable Trust to offer degree programmes in the field of design. The institute has been established with the vision of women's empowerment. It provides Undergraduate and Postgraduate courses in various fields of design and gives an outstanding learning environment to its students. It offers a curriculum which is in sync with the industry needs. The institute is well equipped with state of the art facilities and promises to foster creativity in students. The institute is offering Bachelor of Design courses in three specializations: Fashion Design (FD), Textile Design (TD) and Lifestyle Accessories (LA). The institute also offers two years PG Diploma in Fashion Design.



Picture: The front view of the building

The vision of Satyam Fashion Institute is to impart holistic education, enabling the 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.

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 over 1000 apparel units and the institute has developed valuable linkages with renowned designers and export houses in India.

The past students of the college 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.

The institute is working in day shift and has a total strength of 231 students in the year 2015-2016. There are 11 faculty members and 10 non teaching staff who are reporting to the Principal and Director General of the institute.

In the admission process, there is utmost transparency and there is a counseling system for the prospective students. All information related to admissions is displayed to the public prior to the admission/counseling days through the college website and the prospectus.

The institute is implementing the examination system as directed by the affiliating university proactively. The university is conducting examination at various nominated centres and the questions papers are sent to the centres 15 minutes from the commencement of the exam.

Academically the college has been putting on a good record throughout. Our Students have been doing well in the University examinations and putting up a fine show in extracurricular activities.

The academic achievements of the staff are remarkable. Two faculty members are PhD and all of the others are post graduates. One of the faculty members is pursuing her PhD presently and others are planning to register for PhD. All the faculty members have rich experience in terms of teaching and industry.

Gender sensitivity is the important issue in today's time. Since our institution being the women's college, the women empowerment through education has been our main objective. The institute is imparting education to women from all segments of life following its mission. It is helping women to develop knowledge of design related areas and groom them for professional careers.

A detailed report of the institute and the criteria wise analysis is given here. We assure you that we are committed to quality enhancement. Thus, we modestly put forward our report before NAAC.

Dr. Mitali C. Goswami
(Principal)

Ms. Vandana Jaglan
(IQAC Coordinator)

SWOC ANALYSIS

VISION

To emerge as a top design institute with distinctive yet complementary location and to be recognised 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. We aim to foster holistic development of women by imparting quality education with requisite skills and training.

MISSION

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 environment. The institute believes in nurturing a self-sustainable environment in the design industry for women from all segments of society and strives to create a 'Centre of Excellence'. We aspire to achieve overall advancement in the country by making Indian women self-reliant and independent through developing entrepreneurial skills.

VALUES

- Being a student centered institution
- Providing an exceptional education and life changing experience for students
- Growing while continually improving
- Being innovative and result oriented
- Promoting a cooperative team spirit and positive 'Can-do' attitude

STRENGTHS

- SFI is affiliated to world's renowned university which is an epitome of women education and is traditionally very strong in its values which fetches great recognition and commitment for the institute's teaching pedagogy.
- Location advantage, being a fashion and design institute, we are located in Noida which is an industrial hub for garment and accessories manufacturing units. This helps in creating gainful collaboration with the industry persons.
- Academic freedom for faculty staff to introduce latest methods of teaching and the focus is on creating a learner centric environment.

- The institute has Wi-Fi enabled personal campus with a facility of hostel to ensure overall evolution of a student.
- Strong technological infrastructure with computer labs and variety of latest equipment adds to the strengths of the institute.

WEAKNESS

- Despite of being strong in infrastructure, we do not have amenities like auditorium to hold industry events
- Less intensive policies which may certainly help in promoting faculty development
- The library may increase its variety of literature and operational hours
- More choices of food and refreshment needs to be added in the cafeteria

OPPORTUNITIES

- The level of academic excellence which the institute has acquired makes it possible for our students to get entry into industries of global repute. The institute has to devise mechanism for translating this potential into a reality in terms of more industrial tie-ups.
- The college has strong alumni network which could help in establishment of fruitful relationship with industries.
- The new learning age requires greater proficiency in soft skills among students. The College has the necessary technical and infrastructural resources to take this to a higher level.

CHALLENGES

- To increase the number of industry oriented visits for the students and faculty members
- To keep up with the ever evolving industry trends and to educate our students to stand upright with the industry.
- To provide hostel facilities to all the needy students
- To provide job opportunities to the degree holders in today's competitive environment
- To start development programs for the faculty members

INSTITUTIONAL PROFILE

Name and Address of the College:

Name :	SATYAM FASHION INSTITUTE	
Address :	C-56A/14&15, SECTOR – 62, NOIDA	
City :	NOIDA, PIN:201309	State : UTTAR PRADESH
Website :	www.satyamfashion.ac.in	

For communication :

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Mitali C. Goswami	O:0120-4082005 R:	09810498807		director@sayamfashion.ac.in
Steering Committee IQAC coordinator	Ms. Vandana Jaglan	O: R:	9958094706		vandana.jaglan@satyamfashion.ac.in

3. Status of the Institution:

Affiliated College

Constituent College Any other (specify)

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

<input checked="" type="checkbox"/>
<input type="checkbox"/>

b. By Shift

i. Regular

ii. Day

iii. Evening

<input checked="" type="checkbox"/>
<input type="checkbox"/>

5. It is a recognized minority institution?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

Government
Grant-in-aid
Self-financing
Any other

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

7. a. Date of establishment of the college: 09.07.2007 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

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

c. Details of UGC recognition: NA

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

NA

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				



(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition:

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition:

10. Location of the campus and area in sq.mts:

Location*	Urban
Campus area in sq. mts.	4024.44 sq. Mt.
Built up area in sq. mts.	3723.29 sq. Mt.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

Auditorium/seminar complex with infrastructural facilities Yes

Sports facilities - Yes

* play ground - Yes

* swimming pool - No

* gymnasium – No

- Hostel



* Girls' hostel

- i. Number of hostels - 01
- ii. Number of inmates - 72
- iii. Facilities (mention available facilities) Working women's hostel -

No

- i. Number of inmates
- ii. Facilities (mention available facilities) – A.C, wi-fi, washing, TV, Fully Furnished rooms, Food mess, Water purifier, Geysers, 24*7 guarded security

- Residential facilities for teaching and non-teaching staff (give numbers available — NA cadre wise)
- Cafeteria — Yes. College canteen.`
- Health centre - First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....
Health centre staff – NA

Qualified doctor Full time Part-time

Qualified Nurse Full time Part-time

- Facilities like banking, post office, book shops – Xerox facility available
- Transport facilities to cater to the needs of students and staff - Yes
- Animal house -No
- Biological waste disposal - Yes
- Generator or other facility for management/regulation of electricity and voltage - Yes
- Solid waste management facility - Yes
- Waste water management - No
- Water harvesting – No



12. Details of programmes offered by the college (Give data for current academic year)

Sl.No	Programme Level	Name of the programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ Approved student strength	No of Students admitted
1	Under-Graduate	Fashion Design	4 years	10+2	English	90	72
2	PG Diploma	Fashion Design	2 years	Graduation	English	40	22
3	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes? If yes, how many?

Yes * 02 No

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No		Number	0
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1 year certificate programme in Interior designing

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments
Science	B. DES / PG DIPLOMA
Arts	
Design	
Management	

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA,

M.Com...)

B. DES

a. annual system

b. semester system

c. trimester system

17. Number of Programmes with



- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable) Notification

c. No.:

Date:.....

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education? If Yes,

Yes No

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

b. NCTE recognition details (if applicable) Notification No.:

NA

Date:.....

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution

	Sanctioned	Filled
Professor	--	--
Associate Professors	--	--
Asst. Professors	09	11



Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	08	-	-	-
Technical Staff	02	-	-	-

21. Qualifications of the teaching staff:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.						02	02
M.Phil.							
PG					02	07	09
Temporary teachers : 0							
Ph.D.							
M.Phil.							
PG							
Part-time teachers : 0							
Ph.D.							
M.Phil.							
P.G							

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

6

23. Furnish the number of the students admitted to the college during the last four academic years.

UG

Programme Categories	Year 1(2012-13)		Year 2(2013-14)		Year 3(2014-15)		Year 4(2015-16)	
	UG	PG	UG	PG	UG	PG	UG	PG
	female	female	female	female	female	female	female	female
SC	1		1		1		1	
ST								



OBC	3	2	4	2	1	2	5	2
General	43	9	37	12	34	4	67	20
Others								

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	Total
Students from the same state where the college is located	49	15	64
Students from other states of India	26	07	33
NRI students			
Foreign students			
Total			

25. Dropout rate in UG and PG (average of the last two batches)

UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

(b) excluding the salary component

27. Does the college offer any programmes in distance education mode (DEP)? If yes,

Yes No



a) is it a registered centre for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes

28. Provide Teacher-student ratio for each of the programme/course offered

U.G. = 18:1 P.G.= 3:1

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only) :
Applying for first cycle

Cycle 1: Accreditation Outcome/Result

Cycle 2: Accreditation Outcome/Result.....

Cycle 3: Accreditation Outcome/Result.....

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC



02/07/2013

33. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) 2013-14

AQAR (ii) 2014-15

AQAR (iii) 2015-16

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)



CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How are the institutional vision / mission reflected in the academic programmes of the College?

Vision

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 founders of Satyam Fashion Institute is to impart holistic education, enabling the 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 .

Mission

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.

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.

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.

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

Not being an autonomous institution, 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. Also the Institute has a well-organized system of curriculum design and development whereby, every faculty member contributes to the introduction, innovation and revision of the syllabi. The up-gradation of curriculum at an internal level is designed fully adhering to the guidelines of SNTD University. Periodic changes in the curriculum are made based on societal needs that provide a thrust for academic development.

Current trends in the job market are also considered while framing the syllabus. Feedback from faculty, academic peers, and experts from different organizations, current students and alumni is taken for the initiation, review, redesign and modification of the curriculum. The syllabus is structured in a logical sequence, progressing from basic concepts to more complex themes and latest developments in a graded manner. It is designed to provide a comprehensive coverage of the subject with emphasis on fundamentals, as well as, on its applications.

At the Departmental Level, various faculty members frame the Course of Study as per academic needs on the basis of feedback from the Alumni, Placement / Employment Agencies visiting the



Institute and in the light of their own perception and experience during the Teaching-Learning Process.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

- The institution is involving experts from various industries and external academic experts in developing the curriculum. They are put on the SNTD university council and the College seeks their advice in framing the syllabus
- Meetings are held regularly with the faculty, students, alumni, parents, local community, employers and academic experts and their suggestions are placed before the academic council and SNTD university.
- As per the suggestions made by the stakeholders, the curriculum revision is done in almost all subjects. As a result, more number of students were selected in campus placement drives and many more UG students got seats in good institutions to pursue Post-Graduation. The involvement of the stakeholders in curriculum design makes the students employment-worthy as their suggestions are made in consonance with the needs of their respective institutions. By involving these stakeholders in the curriculum design, the college ensures that the curriculum developed incorporates components for employability, research, emerging trends and social relevance. As a result, the curriculum is made effective. It offers scope for in-depth knowledge and equips the learner to compete with success at the vertical and horizontal levels.

1.1.4 How are the following aspects ensured through curriculum design and development?

- * **Employability**
- * **Innovation**
- * **Research**

Employability

Every job has a pre-requisite that is useful for and serviceable to a particular employer. The



Institute designs and develops its curricula with a consideration of all stakeholders including students, parents, government and non-government institutions like schools, colleges and universities.

The curriculum designed through an equitable proportion of hands-on practical training for skill acquisition and sound theoretical knowledge to equip the students to face real-time situations and cope up with societal and professional needs.

Innovation

Curriculum designing of an Institute is directly associated with the teaching-learning process and feedbacks from the stakeholders. The 4 Departments of the Institute provide the right ambience for introducing several innovative inter-disciplinary programmes. In continuation to the course delivery mechanisms like classroom lectures, discussions, assignments and case studies, students are asked to develop proposals and formulate projects involving study, gathering data, analysis and present a new business proposal/idea/commercial thought/a product launch, suggesting alternatives and selecting the best alternative in each project. This project work is done under the guidance of an experienced faculty and involves examination of real life situations and results in experiential learning.

In the process of this learning the innovative skills of the student are honed in formulating the project in detail including the design of the project, data collection, analysis and presentation for decision making purposes.

A series of training activities to compliment and support the development of innovative attitude are conducted in various review sessions .

The college discovered a huge scope for innovation through adopting skill-based modules that include—Projects/activities—Internships—Hands-on experience through field visit/industrial visits/outdoor visits.

Research

As per the curriculum, students take up action research based design projects in all the semesters. The Institute has well equipped laboratories for the enhancement of research. The courses taught are at the undergraduate and post graduate level. So, there is limited scope for the research projects as per the curriculum.



1.1.5 How does College ensure that the curriculum developed addresses the needs of the society and have relevance to the regional / national developmental needs?

To ensure that the curriculum developed meets the needs of the society, feedback from alumni, employers and the society representatives are obtained and the suggestions – related to the regional, national and societal needs are incorporated in the curriculum and accordingly modified. The curriculum has relevance to the needs of the society in the following ways
Inclusion of paper on environmental studies and value, research methodology, visual dictionary etc.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

Development and restructuring of curricula always is carried out in accordance with the guidelines set out both by the SNTD university .The departments design and develop curriculum through their Departments and present it in the Academic Council for approval.

University guidelines regarding the duration of a programme, number of working days, teaching hours, total credits, etc. are taken into consideration while designing the curricula. Similarly.SNTD University guidelines in respect of question paper pattern, division of units, etc. are given weightage while designing the curriculum for each program.

1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

- a. Core / Elective options
- b. Enrichment courses
- c. Courses offered in modular form
- d. Credit transfer and accumulation facility
- e. Lateral and vertical mobility within and across programmes and courses

a) Core/Elective options offered by the college:



The College provide elective subject in semester VIII of B.Design(Specialization in Fashion, Textile and Lifestyle Accessories)

Fashion Design Semester VIII

SEMESTER VIII										
Sr. No.	Subject	TC	Th C	Pr C	Hrs.	Internal		External		Total
	Elective (Any two) from 1-4									
						Th	Pr	Th	Pr	
8111	Men's wear(A)	4	-	4	120	-	25	-	75	100
8112	Women's wear(A)	4	-	4	120	-	25	-	75	100
8113	Kid's Wear(A)	4	-	4	120	-	25	-	75	100
8114	Fabric Styling for Apparels (A)	4	-	4	120	-	25	-	75	100
8105	Retail and Visual Merchandising (C)	4	4	-	60	25		75	-	100
8106	Graduating Show(B)	4	-	4	120	-	100	-	-	100
8107	Internship(B)	4	-	4	120	-	50	-	50	100
	TOTAL	20								500

Textile Design Semester VIII

Sr. No.	Subject	T C	Th C	Pr C	Hrs.	Internal		External		Total
	Elective (Any two) from 1-4					Th	Pr	Th	Pr	
8411	Floor Coverings (A)	4	-	4	120	-	25	-	75	100
8412	Knit design(A)	4	-	4	120	-	25	-	75	100
8413	Woven Design (A)	4	-	4	120	-	25	-	75	100
8414	Print Design (A)	4	-	4	120	-	25	-	75	100
8405	Design Collection (A)	4	-	4	120	-	25	-	75	100



8406	Visual and Retail Management (C)	4	4	-	60	25	-	75	-	100
8407	Portfolio and Internship (B)	4	-	4	120	-	25	-	75	100
	Total	20								500

(b) **Choice-Based Credit System** –The college offers this system in VIII semester only.

(c) **Courses offered in modular form**

Syllabi in subjects offered have been recast by the University into modules for convenience in teaching load distribution, monitoring academic progress and specifying contents to be covered in evaluations.

a) **Credit**

Few Additional Subjects have been designed in the modular form.

- 1 Design Process in Fashion
2. Accessories Development in Fashion
3. Creative Product Development in Life Style Accessories
4. Visual Dictionary in Lifestyle and Fashion Design
5. Surface Techniques and Product Development in Life Style Accessories
6. Pattern Making in Textile Design
7. Illustration in Textile Design
8. Garment Construction in Textile Design

(d) **Credit Transfer & accumulation**

The College does not offer this facility as the affiliating University has not yet introduced such a system.



(e) Lateral and vertical mobility

The College does not offer this facility as the affiliating University has not yet introduced such a system.

(f) Enrichment courses

At present there is no such provision in the institute.

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

The University has a multipronged approach to attracting international students including participation and discussion with higher education delegations visiting India,

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

No

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

As the institution itself is a self financed minority institute, all the programmes offered are self-financed. Admission, curriculum and teacher qualification are as per the guideline of the parent university.

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

Yes the College offers the choice based credit system in the VIII semester and all the design department follow this system in there VIII semester

1.2.6 What percentage of programmes offered by the College follows:

- * Annual system



* **Semester system**

* **Trimester system**

The college follows the semester system for all the programmes

1. Foundation Program B.Design
2. B.Design in Fashion
3. B.Design in Textile
4. B. Design in Lifestyle Accessories
5. Post Graduate Diploma in Fashion Design

1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?

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.

In addition, a number of elective subjects are offered in Semester VIII to develop the creative skill of students.

The outcome of the programmes is reflected in graduating students taking up diversified careers. Another way to appreciate the outcomes of interdisciplinary is to observe the outcome from the students work and feedback from the parents and industry.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?



As at SFI we are offering Professional courses Fashion Design, Textile Design and Lifestyle accessories . All the programs revised their curriculum according to the industry needs so that our students can attain a good package in their relevant field. Periodic changes in the curriculum are made based on societal needs that provide a thrust for academic development.

Current trends in the job market are also considered while framing the syllabus. Feedback from faculty, academic peers, and experts from different organizations, current students and alumni is taken for the initiation, review, redesign and modification of the curriculum.

In Fashion Design Department VIII semester includes graduation show where students prepare their collection under the mentorship of designers and Industry person and during their graduating collection students get opportunity to learn techniques from the industry professionals and following this mentorship procedure they get placement easily after completing their graduation.

In Lifestyle and Textile Design Program Student go for the graduation Project for 6 months in the industry where they get trained by the professionals and prepare their products according to the demands of the industry.

In B.Design Foundation Program Display and Exhibition process have been added and judged by industry persons so that students can develop their skills according to the industry demands. Auto Cad Program has been added for the students as it has been greatly in demand according to the industry specifications.

1.3.2 How many new programmes at have been introduced at UG and PG level during the last four years? Mention details.

- **Inter-disciplinary**

No new programs have been introduced at UG and PG level during the last four years

- **Programmes in emerging areas**

Auto Cad Program for 6 months has been provided by the college for all the students

1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?



The institution has introduced innovative changes in the curriculum under simple credit system with the motive of preparing the students to cope with the competitive world. 100% of the programmes underwent syllabus revision during the academic year

The strategies adopted for the revision of the existing programmes are as follows:

- Adopting the guidelines of SINDT University
- Incorporating the suggestions of Faculty Panel
- Considering the suggestions given by the experts from industry and academia
- Analysis of the feedback from the students, alumni and subject experts from various fields
- Benchmarking with the syllabus of reputed institutions .

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

SFI has taken a plunge to train students with Autodesk Program. It was inaugurated by Dr Syeeda Hameed (Member Planning Commission, Govt. of India) on 9th of Sept'13 at the College premises.

Today not everyone but designers are well versed with this latest software i.e AutoCAD.

It is software with application for 2D and 3D computer-aided design (CAD) and drafting. Undoubtedly CAD software has today become an essential part for Interior and Fashion Designing. Several decades ago it was impossible to imagine a Designer who could not, today it becomes reality: more and more designing students do all sort of renderings by means of CAD software. We can easily do renderings in this software in minimum time limit.

If we look at job vacancies, we can see that even to get an Internship in the company, a design student is expected to have perfect CAD skills. CAD is a must to learn nowadays in the competitive market.

3Ds Max allows creating 3D models, animations and images. It is frequently used by Interior Design studios, Event Management companies, Lifestyle accessory designing for rendering, simulation and visualization purposes.

It has enabled faster documentation, design more flexibly, collaborate intuitively and genuine



DWG technology in design perspective.

Through this course we are trying to make our students more professional so that they can face the competitive world with full energy and confidence.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

Yes the college has a tie up with an NGO and students with faculty members visit there once in a month to introduce skill development program there.

1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

The institute involves two students' representatives from each batch of B.Design Foundation, Fashion Design, Textile Design, Lifestyle Accessories and Postgraduate in Fashion and also alumni who give their opinion about the curriculum. Their suggestions are discussed in the meeting of the Academic Panel and are accepted while revising the curriculum. Members of student's council during their interaction with the Principal , Program Heads of different departments and faculty members provide feedback on components and depths of the Syllabus.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

As our curriculum involves the expertise of the practitioners, the opinions of the experts are used in curriculum design. All these members help us redesign the contents of the syllabus, according to the present situation and the current need of the organization. They help us understand the syllabus clearly and also guide in implementing methodology. Industry professionals have helped in reviewing the curriculum according to the industrial requirement.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

The College gets the feedback about the curriculum from faculty members working in National & International institutions.

**Methods followed:**

Personal discussions

Online discussion

Through Mails

Feedback thus received is helpful and useful in improving the syllabus, teaching methodology, assessments etc

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

The college has an effective mechanism to ensure the effective development of curriculum.

The IQAC organized workshops on curriculum design and development to equip faculty for developing an effective curriculum. Senior faculty members are deputed to national and international institutions to study the academic programmes and implement necessary changes in the curriculum of the college. Faculty members are encouraged to attend webinars, seminars and workshops to obtain expertise in contemporary domains. Continuous interaction with the industry, representation by eminent persons and faculty in statutory bodies of autonomy help in providing a comprehensive and relevant curriculum.

Quality sustenance measures

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 Departments. They are scrutinized and monitored to sustain the quality.

Quality enhancement Measures:**Academic Cells**

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. Some of the issues discussed in the Academic Cells and forwarded for further action.



Respective in-charges of the cell

S.No.	Name of the Cell	Name of the Faculty Incharge
1	Admission Cell	Dr. Swarnima Singh Ms. Neetu Malhotra
2	Internal Quality Assurance Cell (IQAC)	Ms. Vandana Jaglan Ms. Madhupriya
3	Anti Ragging Cell	Dr. Swarnima Singh Ms. Vandana Jaglan
4	Women Cell	Dr. Swarnima Singh Dr. Sakshi Shail
5	Sports Cell	Mr. Manoj Kaushik Mr. Devdutt Dharan
6	Extra Co-curricular/ Cultural Cell	Ms. Neetu Malhotra Ms. Madhupriya
7	Grievance/ Redressal Cell	Ms. Purnima Sawan Dr. Sakshi Shail
8	Examination Cell	Dr. Swarnima Singh Ms. Madhavi Sharma
9	Placement Assistance Cell	Ms. Vandana Jaglan Ms. Neetu Malhotra
10	Alumni Cell	Ms. Vandana Jaglan Ms. Neetu Malhotra
11	Library Cell	Ms. Madhupriya Mr. Ujjwal Ankur
12	Publication Cell	Ms. Shaifali Mr. Ujjwal Ankur Ms. Madhavi Sharma



CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

The admission is credible and transparent and is based on merits.

1. Publicity

a. **Web site:** The admission notice is announced on the web-site sufficiently in advance. Application forms are available on line and can be downloaded from the official website www.satyamfashion.ac.in

b. **Prospectus:** The prospectus is available for all courses, with all the relevant details of admission process, fee structure, eligibility and duration.

c. Advertisement in Regional Newspapers and Magazines

Advertisements are given in regional news papers in NCR to ensure wide publicity. Advertisement is also done in education centric column, supplements of various newspapers and magazines.

d. **Career Counselling:** Participation in educational events and career counselling in the regional areas.

e. **Social networking sites, alumni, word of mouth:** Social networking sites with active participation of alumni, students and faculties. Students and parents also contribute by word of mouth.

f. **Hoardings:** Publicity through hording advertisement in NCR region.

2. Transparency

a. Wide publicity as stated above



- b. The details of the programs, their duration, entry qualification, tuition fee to be paid, syllabus for CET, date of examination, date of declaration of CET result, last date of admission are prominently indicated in the brochure and also posted on the website of the college.
- c. Transparency is ensured while declaring and displaying the merit list of candidates.
- d. The dates and time of Common Entrance Test - CET are also displayed on the college website well in advance for the benefit of the applicants.
- e. All admissions to under-graduate, post-graduate, Degree/Diploma courses are given on the basis of merit of the marks obtained by the students in the qualifying examination.
- f. Interviews and attitudinal evaluation for courses are also conducted with the help of subject experts

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

Students are admitted on the basis of their XII level School leaving exams for Bachelors course on the basis of their Graduation marks for Post Graduation courses and their choice of stream. Being a new as well as Self-financed institute, there is no scope for much screening during this process. The Admission Committee manages the entire process very competently abiding by the University norms so that no deserving candidate is deprived of the opportunity to pursue higher education.

1. Detailed process of Admission:

- a. Common Entrance Test Advertisement in regional newspapers and website.
- b. Entrance Test conducted and interview are conducted on specified date & time.



c. Results announced on pre-determined notified date.

2. Criteria for admission:

a. CET Merit:

The university has professional courses and admission to Under-Graduate, Post-graduate, Diploma/Degree, is on the basis of inter-se merit secured at the CET Common Entrance Test).

b. Eligibility

As the courses are regulated by the statutory councils, the eligibility is as determined Shreemati Nathibai Damodar Thackersey Women's University (SNDT) Mumbai .The eligibility for professional courses is as prescribed by the university from time to time and depicted in the prospectus.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes.

1. Admission process:

The university reviews the admission process every year by a committee comprising of the Controller of Examination, Registrar. The review is undertaken for the following criteria.

a. Eligibility criteria.

b. Demand ratio (The number of students applying as against the number of seats available)

c. Diversity ratio Number of students admitted from other states and international students.



d. Backward and weaker sections: (SC/ST/OBC/VJNT/EBC) Number of students from the above categories.

2. Students Profile:

The students profile is identified by:

- a. Academic progression
- b. Participation in sports, Fashion Shows, Exhibitions and cultural events.
- c. Participation in National programs.
- e. Participation in research activities
- f. Participation in social activities.

3. Outcome:

- a. The results of this analysis provide an insight into diversity to plan a strategy for attracting students from states with low responses.
- b. In devising method of improving our access to SC/ST/OBC/EBC students.
- c. Ensuring better participation in co-curricular activities and programs of national importance.
- d. Identifying slow learners and providing desired support.
- e. The observations, conclusions and recommendations there to are appropriately considered by Academic council/ Board of management of the University for Policy decision there on with prospective effect

2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories

- * **SC/ST**
- * **OBC**
- * **Women**
- * **Different categories of persons with disabilities**
- * **Economically weaker sections**
- * **Outstanding achievers in sports and extracurricular activities**
- * **SC/ST and OBC:** The University strictly adheres to reservation policy laid down by the State Government view to bring persons from these categories into the



mainstream. Seats are reserved as per State government rules and provide first opportunity to them.

- * **Women:** Our institute providing UGC approved courses in affiliation with SNT Women's University, Mumbai which is the first Women's University in India as well as in South- East Asia with Vision of Women Education and empowerment. Our mission is to empower women through education by preparing talented students for professional careers, emphasizing learning through individual attention in a positively oriented university environment. The institute believes in nurturing a self-sustainable environment in the design industry for women from all segments of society and create a 'Centre of Excellence'. We aspire to achieve overall advancement in the country by making Indian women self-reliant and independent through developing entrepreneurial skills.

- * **Different categories of persons with disabilities:** The College has special provisions for the physically challenged students and staff members for moving around. It has wheelchair ramp to go to upper ground floor. To go to different floors the college has a separate and well maintained lift. The corridors are spacious so that their movement would not be disturbed. Drinking water coolers at every floor are intentionally placed at low height to make them comfortable. There is the arrangement of special toilet for people with disability.

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

- * **Outstanding achievers in sports and extracurricular activities:** the institute provides the maximum opportunity to the sports persons and we appreciate the participation in extracurricular activities. The University strictly adheres to reservation policy laid down by the State Government vis-a-vis sport persons.



2.1.5 Furnish the number of students admitted in the College in the last four academic years.

Categories	Year 1 (2012-13)		Year 2 (2013-14)		Year 3 (2014-15)		Year 4 (2015 -16)	
	Male	Femal e	Mal e	Femal e	Mal e	Femal e	Mal e	Femal e
SC	-	4	-	1	-	3	-	1
ST	-	0	-	0	-	0	-	0
OBC	-	20	-	7	-	4	-	3
General	-	125	-	62	-	41	-	90
Others	-		-		-		-	

2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.

Programme	Number of applications			Number of students admitted			Demand Ratio		
	2013- 14	2014 -15	2015- 16	2013 -14	201 4-15	2015 - 16	201 3-14	201 4-15	2015- 16
UG Bachelors in Design	100	70	80	48	42	72	0.48 :1	0.6: 1	0.9:1
PG 1. 2. 3. 4.	NA								
Integrated Masters 1. 2.	NA								



Programme	Number of applications			Number of students admitted			Demand Ratio		
M.Phil. 1. 2.	NA								
Ph.D. 1. 2.	NA								
Integrated Ph.D. 1. 2.	NA								
Certificate 1. 2. 3.	NA								
Diploma 1. 2. 3.	NA								
PG Diploma	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
	21	10	28	14	6	22	0.6:1	0.6:1	0.78:1
PG Diploma in Fashion Design									
Any other (please Specify)									
PG Diploma	2013-	2014	2015-	2013-	2014	2015-	201	201	2015-



Programme	Number of applications			Number of students admitted			Demand Ratio		
	14	-15	16	14	-15	16	3-14	4-15	16
PG Diploma in Apparel Manufacturing & Merchandising	11	6	n/a	3	2	n/a	0.27 :1	0.33 :1	n/a

2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

Yes.

There were two programmes which were discontinued namely as follows:

- a. Bachelors of Design in Fashion Communication
- b. Post Graduate Diploma in Manufacturing & merchandising.

Reason: The reason for the discontinuation was that the demand ratio for these two above mentioned courses was much less than the minimum requirement to run the programme.

2.2 Catering to Diverse Needs of Students

2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The institution organizes **Orientation Program** for Fresher's. After the welcome address by the Principal the presentation of various departments are shown

. Total duration of orientation is 3 days

1. Issues covered:



- a. Introduction to staff of the departments.
- b. Orientation of departments, lecture halls, and labs.
- c. Working system of the departments.
- d. Discipline to be followed by the students and subject list departmentwise.
- e. Access to the Library and information resources.
- f. Hostel facility mess and its regulations.
- g. Sports facility.
- h. Academic Calendar, Attendance, examination and Internal Assessments.

2.2.2 Does the College have a mechanism through which the “differential requirements of student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

Variance in student knowledge and competence exists as a result of student diversity.

- a. They are identified and addressed by orientation courses before commencement of the program and through regular classes in class rooms.
- b Students passing out from state boards with regional languages are offered English classes.
- c. Students unable to cope up are identified and they are referred for further assistance and guidance for attaining linguistic skills and computer skills.

2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table?

Yes the college provides the remedial classes to the weaker students or slow learners or those who have missed the teaching learning program due to sickness or late admissions. Classes are conducted by the concerned faculty.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes,



give details on how the study has helped the College to improve the performance of these students.

The study has been done pertaining to the need of disadvantaged students. The academic progress of disadvantaged section of the society is monitored by special committee instituted by the principal of the college. The committee works in the following way-

- a .Need Analysis
- b Mechanism of monitoring
- c.Review –

The review includes -

- a. Attendance
- b. Performance in the Examination
- c. Participation in academic activities
- d. Completion of assignment in stipulated time
- e. Participation in sports and cultural activities.

Findings:

- a. Improvement in academic performance
- b. Self esteem
- c. Self respect
- d. Self dignity

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

The college identifies advanced learners through different modes such as academic record, aptitude test, class test, class participation and faculty feedback.



- Special books are recommended to students.
- They are encouraged to go through reference books, leading journals, etc.
- Career consulting provided by senior faculty members and guest speakers from corporate.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college takes concern for the differently abled students. Adhering to the government policies the college provides 3% horizontal reservation in all categories for the differently abled.

The college facilitates with a scribe to write the examination in case of visually challenged students.

The college judiciously enhances an extra half-an-hour time during the examination for all differently abled students.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

1. ACADEMIC CALENDAR:

It includes:

- a. Number of working days
- b. Holidays List
- c. Class Commencement day for the semester
- d. Announcement of Syllabus/topics for each session test/ assessment procedure
- c. Vacation period (winter and summer)
- d. Examination schedule
 - In-house examination evaluation – pre mid term, mid-term & post mid term.
 - University examination evaluation - pre mid term, mid-term & post mid term.
 - Declaration of results
 - Important curricular and co-curricular activities like display of date sheet, debarred list, Result



sheet, etc.

- Show & exhibitions schedule.
- Submission of complete attendance register, internal assessment, subject file etc by faculties.
- Revision classes & Course completion schedule.
- Review of semester by principal

2. COURSE PLAN:

The course plan is semester based; it is prepared by the concerned faculties and HOD which illustrates department wise:

- a. Teaching schedule with the time allotted, subject allotment, assignments & submission and all other academic activities
- b. Schedule of In-house examination
- c. Schedule of university examinations.
- d. Time-table for cultural events and sports activities.
- e. Schedule for the Fashion show, exhibitions, internship, craft clusters & graduating projects

3. TIME TABLE:

The time table is prepared on the basis of semester, departments, subject and faculty load. As per the academic planning, it is displayed on the notice board. Time table is kept updated as per the requirements for extra classes, revision classes, guest lectures, seminars & workshop.

3. VISIT CALENDAR:

This includes the Visits for the students as well as faculties as per their academic needs. Visit includes market survey, exhibitions, museums & heritage places, industrial visits, craft visits etc.

4. DEPARTMENTAL TEACHING PLAN CURRICULLUM:

Each department prepares a teaching plan in accordance with the syllabus for undergraduate and postgraduate students. The teaching plan depicts

- a. Subjects
- b. Topics



- c. Time
- d. Faculty
- e. Details of topic to be taught in class
- f. Submissions & assignment to be given.

5. EVALUATION PLAN:

This includes:

- a. Internal marks criteria and its record.
- b. External marks criteria and its record
- c. Pre mid term, mid term & post mid term evaluation.
- d. Semester wise subject list & marks break up
- e. Mid term report of students .
- f. Attendance record
- g. Conducting formative & summative assessment.
- h. The distribution of marks, „subject wise, passing percentage and Grace Rules“.
- i. The schedule of theory and practical examination including viva-voce are announced well in advance.
- j. Answer papers are centrally assessed through Central Assessment Programme (CAP)
- k. Results are declared, any grievances arising out of the result are dealt with by the prescribed grievance redressal mechanism in accordance with university rules and regulations.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes.

The course outlines and course schedules are provided prior to the commencement of the academic session. The course schedule is prepared by individual faculty members keeping in view the implementation of academic calendar schedule. The separate teaching plan & curriculum is prepared for every subject by all faculty members in accordance with the syllabus and marks break up provided by the university.

The effectiveness of the process is ensured through IQAC.



2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

Apart from the lecture method, many other student-centred methods are followed. They are: direct method, communicative language teaching, inductive and deductive methods, etc. They are supplemented by teaching techniques like brain storming, PPT etc.

- i. PowerPoint presentations through LCD Projectors
- ii. Demonstration in labs.
- iii. Exploration
- iv. Site visits for students.
- v. Project like some of our students had gone to “Shoppers Stop” for visual merchandising
- vi. Participatory approach
- vii. Demonstration method
- viii. E-learning through Software
- ix. Board Presentation
- x. Exhibition
- xi. Fashion Shows
- xii. Photo-shoots
- xiii. Visit to industries
- xiii. Visit to various places like Jaipur, Bihar, and Ludhiana etc for craft cluster to learn the famous craft itself from the local Craft persons there.
- xiv. Internship in various industries.
- xv. Juries are also conducted for the students in which a panel of industry experts are also invited.
- xvi. Various competitions are also conducted in college and our students are also participating in various competitions outside college.
- xvii. Market surveys are also conducted for sourcing the materials.

2.3.4 How is ‘learning’ made more student-centric? Give a list of participatory learning



activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The methods of teaching undoubtedly influence the learning outcomes. Didactic lectures form the commonest teaching-learning method used in Design curriculum. Considering the facts the teaching model has been changed from “Passive learning” to “active learning”. The students are encouraged to visit the library to inculcate in them the lifelong self-learning habit.

Following participatory learning activities are adopted:

1. Lectures
2. Reading
3. Audio Visual
4. Demonstration
5. Group discussion
6. Practice by doing
7. Teaching Learning material exhibition & Shows
8. Social activities
9. Games
10. Yoga
11. Graduation project/ craft cluster
12. Internship
13. Visits: industrial & academic
14. Presentations & jury
15. Group Discussion
16. Brain Storming & mind mapping.
 - a. **Integrated Teaching:** Integrated teaching simplifies basic structure when they are taught with designs. Repetition is avoided; unnecessary details excluded ensuring better understanding, retention and recall.
 - b. **Small Group discussions:** Students in small group are given a topic and subject experts initiate supervise and facilitate discussion.



- c. **Industry Exposure:** One of the methods used for creating interest is to expose the students with industries and industry experts. Student's industrial visits are organised just to make them learn a practical approach.
- d. **Workshops:** workshops are conducted by the industrial experts to gain more practical based knowledge.
- e. **Presentations:** we are conducting PowerPoint presentation and board presentation to sharpen the presentation skills of students,
- f. **Audio – Video demonstration:** audio & video classes are also organised for students for better understanding.
- g. **Visits:** industrial & academic visits are organised for students for exposure & creativity.
- h. **Exhibitions & Shows:** display of work done by the students for their encouragement & Students are also getting feedback for future.
- i. **Activities:** Activities like photo shoots, group discussion, brain storming, mind mapping etc are also organised for students for better learning.
- j. **Problem based learning:** The salient features of this approach
 1. Identifying the problem.
 2. Exploring the pre-existing knowledge
 3. Generate possible mechanism.
 4. Identify learning issues
 5. Self study
 6. Re-evaluation and application of new knowledge to the problem.
 7. Assessment and reflection of learning.

2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?

The College invites as experts, experienced persons of eminence to deliver lectures and or hold the seminars. Such Lectures and Seminars are interdisciplinary in nature to cover large number of students from different discipline.

The topics on core curriculum are taught by the regular Full-time faculty. Selective topics of contemporary and long term interest are dealt by, "Visiting Faculty".



2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

Technologies & facilities used by faculties for effective teaching are:

1. Wi-Fi Campus
2. Mobile education
3. E-learning through projectors
4. Computer Labs
5. Pattern Making Lab
6. Garment Construction lab with latest technology machines
7. Lifestyle Accessory Lab is also equipped by various latest technology machines.
8. Textile Design Lab with all facilities required.

2.3.7 Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

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. Yoga sessions and exercise session like zumba dance classes are also conducted for the students, for their mental & physical fitness and to de-stress them. In addition, the Principal also provides the needed help and guidance to students in resolving their problems. We have not needed to outsource.

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Yes.



Following innovative teaching approaches/methods/practices were adopted by the faculty during the last four years:

- i. PowerPoint presentations through LCD Projectors
- ii. Demonstration in labs.
- iii. Exploration
- iv. Site visits for students.
- v. Project like some of our students had gone to “Shoppers Stop” for visual merchandising
- vi. Participatory approach
- vii. Demonstration method
- viii. E-learning through Software
- ix. Board Presentation
- x. Exhibition
- xi. Fashion Shows
- xii. Photo-shoots
- xii. Visit to industries
- xiii. Visit to various places like Jaipur, Bihar, and Ludhiana etc for craft cluster to learn the famous craft itself from the local Craft persons there.
- xiv. Internship in various industries.
- xv. Juries are also conducted for the students in which a panel of industry experts are also invited.
- xvi. Various competitions are also conducted in college and our students are also participating in various competitions outside college.
- xvii. Market surveys are also conducted for sourcing the materials.

Use of these techniques immensely improved the learning. The improvement was evaluated by feedback from the students.

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

“I have no special talents, I am only passionately curious” – Albert Einstein.

How does a student become curious? There are some who are intrinsically motivated, passionate and adventurous in seeking new ideas and trying to look beyond the text. However for others to



be drawn in to a teaching – learning experience that encourages intellectual enquiry lies in ability of the teacher to create the creative temper and fuel the thinking process. The seeds are sowed in the class room.

1. Creation of infrastructure: We have various labs Equipped with latest technology and machines .
2. Integrated curriculum
3. Industrial visits
4. Academic visits
5. Craft clusters
6. Internship
7. Graduating project
8. Exhibitions & shows to display the work of students,
9. Participation of students in various competitions

The students have unbridled access to the Internet as we have Wi-Fi Campus, and computer labs in their respective departments for data collection, information gathering. They also get opportunity to interact with peers in their respective areas of interest.

2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?

- * **Number of projects executed within the College**
- * **Names of external institutions associated with the College for student project work**
- * **Role of the faculty in facilitating such projects**

Yes. Nearly 100 % programmes make projects mandatory. Out of these nearly 80% projects are executed as per the Syllabi provided by the University, while for only 20% of the projects external Institutions are associated. Faculty are entirely responsible for planning and execution of the projects.

2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-



aided teaching/ learning materials? What are the facilities available in the College for such efforts?

1. All faculty members are able to use internet (World Wide Web, Browsing, Search Engines)
2. They all have knowledge of preparing power point presentations, computer assisted teaching and learning (CALT), Use of ICT and Audio-Video aids to constantly update their knowledge and computer skills. Soft ware/ packages have been provided in the computer labs.
3. Digital resources and access to open education resource including composite teaching modules are available.
4. The campus is Wi-Fi enabled with 384 computer stations. Most of the faculty and all postgraduates have desktops.
5. All the departments have prepared learning resource material to cover the entire prescribed syllabus.
6. All the faculty members are able to use computer assisted teaching.

2.3.12 Does the College have a mechanism for evaluation of teachers by the students / alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

Yes, the college has a mechanism for evaluation of teachers by students/alumni. The feedback is obtained at the end of each semester. The feedback obtained from students is discussed and analyzed by the Departmental Committees and the corrective measures are recommended/ taken based thereon. In addition, Alumni Associations at the departmental and university levels have been actively involved in furthering the academic cause of the university.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.

Normally there is no such problem regarding the timely completion of syllabus. The academic calendar is strictly followed; however, in case unscheduled problems disturb the program, extra classes are then allotted for the completion of syllabus on time.



2.3.14 How are library resources used to augment the teaching-learning process?

The College library is spacious with seating capacity for about forty readers. Being well-stocked with a collection of text books (561), reference books (490), encyclopedia (09) and journals (66) on different subjects. latest publications in the fields of fashion designing, textile designing and lifestyle accessories are continuously added to the collection to equip students with a wide range of academic material. The library has an e-mail facility and an online search service. The Library subscribes journals of national and international repute. The prominent Journals being subscribed by the Library are: Colourage, Indian Textile Journal, Fiber to Fashion, Knitting, FFT, Apparel online etc. All prominent national dailies in Hindi and English languages are also subscribed in the library. Magazines like Women's Era Vogue, Femina, etc. are also subscribed by the library.

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance?

The performance of the students in the class-tests/ submission/ Assignments, mid term exams helps to evaluate the quality of teaching learning process. Analysis of the feedback from the students also motivates teachers to accomplish further improvement in the process.

2.4 Teacher Quality

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state? The college has well qualified, adequate faculty. The institution ensures that the teaching positions against the sanctioned posts are filled in reasonable time.

The college has well qualified, adequate faculty. The institution ensures that the teaching positions against the sanctioned posts are filled in reasonable time.

Faculty strength of the college as on 2015- 2016: -

Sanctioned Strength: 11

Filled against the sanctioned strength: 11

Percentage of faculty from outside state: 4



2.4.2 How are the members of the faculty selected?

The college has a well defined procedure for faculty recruitment.

The existing vacancies are advertised by the college in leading regional and English newspapers inviting applications from eligible candidates.

The notification is also put up on the college website.

All the applications are screened and the short listed eligible candidates are informed to attend interview along with the original certificates.

The short listed eligible candidates are interviewed by selection committee comprising subject experts nominated by college, Director General, Principal.

The selection of the candidate in the interview is based on the following parameters.

- Academic qualification
- Teaching experience
- Publications
- Performance in the interview
- Teaching aptitude

After the interview, the candidate is selected on the basis of the teaching demonstration given.

2.4.3 Furnish details of the faculty

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.						2	2
M.Phil.							
PG					2	7	9
Temporary teachers							
Ph.D.							
M.Phil.							
PG							



Part-time teachers							
Ph.D.							
M.Phil.							
PG							

2.4.4 What percentage of the teachers has completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

Percentage of the teachers completed UGC-NET/SLET exams: 18%

Percentage of teachers with PG as the highest qualification: 100%

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

Department	% of faculty who are product of the same College	% of faculty from other Colleges within the State	% of faculty from other States	% of faculty from abroad
B.Design		10 %	90%	
PG program		10%	90%	

Diversity in Recruitment is encouraged without compromising the desired requirements of qualification experience, talents, skills and commitment.

2.4.5 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

Yes. The College has the required number of qualified and competent teachers. All the courses are being handled by qualified and competent teachers. Staff members have been appointed during the last four years.



2.4.6 How many visiting Professors are on the rolls of the College?

At present there are no Visiting Professors on the rolls of the College. Yet the institution ropes in eminent professors whenever necessary to deliver lectures in the areas they are specialized and in the areas the students are to get enlightened.

2.4.7 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)

The College is on the constant and consistent look out for recharge, orientation and updation of the lecturers. They are encouraged to attend orientation and refresher courses; attend, Participate, organize seminars, symposia, workshops, guest lectures, exhibitions, etc. The details are as follows:

Seminars/Workshops Organized and Attended by the Staff

Sl. No.	Event	B.Design	P.G Program
1.	Seminars/Workshops, etc. Attended		
	a. International	4	
	b. National	5	
	c. State		
2.	Seminars/Workshops, etc. organized		
	a. International		
	b. National		

2.4.8 Give the number of faculty who received awards / recognitions for excellence in



teaching at the state, national and international level during the last four years.

None

2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

Academic Staff Development Programmes	Number of faculty
Refresher courses	
HRD programmes	
Orientation programmes	6
Staff training conducted by the College	
Staff training conducted by University/other Colleges	
Summer / winter schools, workshops, etc.	
Any other (please Specify)	

2.4.11 What percentage of the faculty have

- * been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies **20%**
- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies **20%**
- * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies **20%**
- * teaching experience in other universities / national institutions and others – **80%**
- * industrial engagement **40%**
- * international experience in teaching **Nil**

2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?

The College very often organizes academic development programmes for the enrichment of teaching learning process of its faculty. Besides conducting the seminars, workshops, orientation programmes, guest lectures, it organizes the following ones at regular frequency each as follows:-



- Curricular Development : Once a year
- Teaching-Learning Methods : Once a year
- Examination Reforms : Once a year
- Content / Knowledge Management : Once a year
- Any other : Nil

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

- Right from the first year students are introduced to projects, report writing, presentation assignment writing.
- Use of Role-play technique in theory subjects for enhancing the learning process
- Use of brain storming and mind mapping for the theme development for the design Projects
- Face to face interaction and Student mentoring with the designers.
 - i. PowerPoint presentations through LCD Projectors
 - ii. Demonstration in labs.
 - iii. Exploration
 - iv. Site visits for students.
 - v. Project like some of our students had gone to “Shoppers Stop” for visual merchandising
 - vi. Participatory approach
 - vii. Demonstration method
 - viii. E-learning through Software
 - ix. Board Presentation
 - x. Exhibition
 - xi. Fashion Shows
 - xii. Photo-shoots
 - xii. Visit to industries
 - xiii. Visit to various places like Jaipur, Bihar, and Ludhiana etc for craft cluster to learn the famous craft itself from the local Craft persons there.
 - xiv. Internship in various industries.



xv. Juries are also conducted for the students in which a panel of industry experts are also invited.

xvi. Various competitions are also conducted in college and our students are also participating in various competitions outside college.

xvii. Market surveys are also conducted for sourcing the materials

2.4.14 Does the College have a mechanism to encourage

- * **Mobility of faculty between institutions for teaching?**

- * **Faculty exchange programmes with national and international bodies?**

If yes, how have these schemes helped in enriching quality of the faculty?

No such policy is there. But, the faculty members are invited by the other institutions as examiners and jury members.

2.5 Evaluation Process and Reforms

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

The students are supplied the syllabi of their courses in the beginning of the session which is exhaustive and information oriented. The tentative time schedule of the internal college and university examinations are given well in advance. All these information are displayed on the notice board from time to time. All the stakeholders are made aware of the evaluation process through prior notification issued, teachers' meeting with the Principal, and teacher-student interactions regarding examination dates for submitting examination forms, dates for practical/Viva-voce/sectionals.

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?

The University has introduced semester system for post graduate courses and also for all Graduate courses. The evaluation process consists of both theory & practical examinations conducted by the university in a centralized manner. The college conducts its internal examinations for proper assessment & preparing the students for the university examinations.



Parents are informed about the student's attendance record and their progress over the course of time either over phone or through SMS. The mid term report of the students is also sent to the parents'. This enables the students to compete & perform better

1. The syllabi of all the courses have been divided into units
2. A panel of paper setters, invigilators and moderators is prepared by the Controller of Examinations.
3. Two independent question paper sets are prepared.
4. A standard question bank with model answers undergoes continuous updates is utilized for the formative examination.
5. Internal assessment has a weight age of 25% of the total marks in theory and 50 % of the total in practical which are notified before the annual university examination.
6. The evaluation process is time bound and notified at the beginning of each phase.
7. Central Assessment Program (CAP) is followed for summative examination.
8. The university has adopted a double evaluation in all examination.
9. Facility for verification of marks and revaluation is available for undergraduates and postgraduates.
10. CCTV"s, mobile jammers have resulted in obviating malpractices.
11. Formative Internal assessment has lead to a continuous learning habit, better presentation and attendance.
12. Question paper pattern has helped the students to get a thorough grasp on the whole syllabus
13. The practice of unfair means in the examination has almost been eliminated with the active support of sincere invigilators and special squads.
14. The coding of answer books is done in the Examination Section by the university. The answer scripts will be sent to external examiners with code numbers along with award lists printed. Decoding is done. After many meticulous checks and cross checks results are published. The entire process is done with special software. This important process of evaluation and verification is done manually under the careful supervision of the Additional Controller of Examinations.
15. Question Banks are prepared for various courses. They are provided to the external question paper setters as a tool to know syllabus limitations. This process has yielded



good result so that the complaints related to out of syllabus questions are almost reduced to nil.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

The evaluation system, as adopted by the institution has two components for theory

- | | |
|-------------------------------|-----|
| i. Internal Assessment | 25% |
| ii. Semester End Examinations | 75% |

The evaluation system, as adopted by the institution has two components for practical

- | | |
|-------------------------------|-----|
| i. Internal Assessment | 50% |
| ii. Semester End Examinations | 50% |

The Internal Assessment includes three components

- | | |
|-----------------------------------|-------|
| i. Two mid tests | - 15% |
| ii. Attendance | - 5% |
| iii. Submission, Assignment, etc. | - 5% |

The valued mid test answer scripts are given back to the students. The exercise ensures

- i. A feedback to the students on the mistakes committed
- ii. An opportunity to learn the subject more accurately and adequately
- iii. Transparency in the evaluation system

The continuous monitoring of students attendance at Departmental level and at various Committees concerned ensures their progress and disciplinary aspects

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?

25% marks is earmarked for continuous internal assessment. The Internal Assessment includes three components

- | | |
|-------------------------------------|-------|
| i. Two Mid Tests | - 15% |
| ii. Attendance | - 5% |
| iii. Submissions, Assignments, etc. | - 5% |



Pass Marks in Internal assessment is 10 out of 25 i.e. 40 %

The minimum attendance required to appear for Semester End Examination is 75%. The student gets marks for his attendance according to the rule detailed below

% of Attendance	Marks
75 – 79	2
80 – 84	3
85- 89	4
90 and Above	5

The attendance of students is monitored by the concerned faculty & HOD. The details of irregular students are intimated to their parents and the parents are called to meet the Principal and the Director General of the college.

The conduct of two mid tests each after about 45 working days ensures the uniform distribution of coverage of syllabus and thereby continuous learning of students. The valued answer scripts of mid test are given back to students to rectify their mistakes. The average marks of two mid tests are taken as Internal Assessment marks for 15 out of 100. This ensures that the student attends both mid tests and gets good marks.

The assignments are not accepted after the stipulated date. The students lose marks for assignments if they are not submitted within the stipulated time.

The students who pass in both in External and Internal assessment by getting 30 marks in Externals and 10 marks in Internal assessment, total 40 out of 100 are declared passed. Those who pass in all subjects at a time both internal and external component are eligible for award of class.

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

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

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.



The Semester End Examination results are declared within 30 days after completion of examinations.

- The results are bulletined in College notice board and Students are also informed through emails, SMS, Phone call.

2.5.7 Does the college have an integrated examination platform for the following processes?

- * Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
- * Examination process – Examination material management, logistics.
- * Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.

Yes.

Pre-examination process:

1. **Examination schedule:** The schedule of the examination is prepared for In-house Examinations & received for university Examinations and notified in the comprehensive academic calendar. The time table emanating thereof is notified at least one month in advance along with the last date for payment of the prescribed examination fee.

2. **Appointment of paper setters, moderators:** Paper setters and moderators are selected from a pool of approved teachers prepared by the by the Controller of Examination observing strict confidentiality.

3. **Meeting of the BOE for conduct of examinations:** The meeting of BOE lays down the rules and guidelines for smooth conduct of the examination. It includes:

- a. Appointment of invigilators.
 - b. Checking and sealing the examination hall conduct of the examination.
 - c. Notifying examination rules 15 days prior to the examination.
4. Student should reach the examination hall 20 min. before the schedule time.
 5. Admission ticket.
 6. Should not carry chits, slips, or any other written material to hall.
 7. Should not attempt to reveal the identity in any manner on the answer sheet.



8. Should refrain from any malpractice that will make them liable under the Unfair Means rule.

Examination Process:

1. Hall tickets are verified before allowing entry in to the examination hall.
2. The packets of the question papers which are classified faculty wise/ subject wise/ paper wise are handed over to the invigilators just 10 minutes before the examination start in the examination hall itself.
3. The question papers are moderated by the experts of the concerned subject before distribution of the question papers to the students
4. The invigilators distribute the answer books and appropriate question papers to the students.
5. Attendance is noted along with the verification of hall tickets. No student is allowed to enter the hall 15 min. after commencement or leave the examination hall mid-way.
6. After completion of the examination answer scripts are collected by the invigilator and handed over to the Exam Coordinator who is responsible for safe delivery to the office of the Controller of Examination on the same day.
7. The daily report of the Examination is handed over to the COE in the prescribed FORM A, B , C & d along with Attendance Record & supervisors report as prescribed by the university by the Exam coordinator and the cumulative report of conduct of Examination is prepared at the end of the examination schedule.

Post-examination process:

1. For the University examinations answer sheets are evaluated under the CAP (Central Assessment Program).
2. The examination results are prepared by the Controller of Examination in accordance with the prescribed guidelines of the respective councils.
3. The results are declared within 30 days of the examination with a provision for verification with respect to totaling of aggregate marks.
4. Once the results are declared the examination section is responsible for issuing mark-lists and passing certificates. Degree certificates are issued to students.



5. Any malpractices that may have occurred are referred to the Unfair Means Committee and the results of such students are put on hold pending decision from the competent authority.

6. College level Examination Answer books are preserved for six month followed by a laid down procedure for disposal under the supervision of the Controller of Examination.

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?

Ph.D. programme is not offered by the College.

2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

The Examination Section is computerized. Special Examination Server to handle the student data was installed. The data of the all students admitted in first year UG course and PG Course is fed to the Servers and all operations related to examinations attended by them are done through systems.

The preparation of Mid Term Report, result bulletin, statements of marks, consolidated marks statements, Attendance Records are done through these servers. But at every level of the examination process, manual check is done.

The examinations schedule announced at the beginning of academic year is strictly adhered to. The evaluation of answer scripts of Semester End Examinations is done by external examiners at SNTU University, Mumbai. The grievances of students related to examinations and evaluation are attended to by the Section immediately as and when they come through the proper channel.

The College is able to declare the results promptly in a short period of about 30 days

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

At the college level departmental teachers address and settle the Grievances of the students through constructive discussion. In the university examinations there is a provision of review of marks on payment of a fee, when a case is forwarded by the Principal. Students avails this procedure & get reviews done as and when necessary.



2.6. Student Performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

Yes, the college organizes an orientation program for the students to provide them relevant information regarding their course of study where the future prospects, career opportunities are also discussed. Besides the teachers give the grooming to the students so that they can prosper in the present world. Along with the tight academic schedule, meticulous evaluation process, students are exposed to skills like communication, facing of interviews, etc. to make them job-worthy.

2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

The institution monitors and communicates the progress and performance of students during the three years undergraduate degree course in the following manner:-

- Regular Classroom Teaching
- Internal Examinations (Class test, Mid-term, Post Mid Term) Interaction with students and guardians regarding performance
- Tutorial and Remedial classes
- Enrichment activities for students (Seminar/Poster presentation, Quiz, Debate etc, participating in competition at various universities)

Students are really benefited in this process and obtain good/satisfactory marks in the university examinations.

2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

The institution collects data on the performance of the students from the internal as well as the University examinations and analyses the results by maintaining regular records which help in calculating the overall pass percentage. Based on the analysis; the college plans for remedial



classes, counselling, and additional training to overcome the barriers of learning. Students' feedback also helps to overcome any obstruction for success.

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

Pass Percentage of UG Students and PG Students in Year 2015

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Design	182	12.63	43.95	5.49		62.08
PG Diploma	20	20	45	10		75

Pass Percentage of UG Students and PG Students in Year 2014

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B. Design	181	11.60	54.14	7.73	0	73.48
PG Diploma	18	16.6	44.44	11.11	0	72.22

Pass Percentage of UG Students and PG Students in Year 2013

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B. Design	176	7.38	46.59	7.95		61.93
PG Diploma	24	12.5	50	16.66		79.16



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The institute is working towards the proposal to set up the in-house Research committee, to encourage the research activities. All the faculty members are also encouraged to pursue PhD/ M.Phil and other higher studies so that a good research environment can be established. Currently, one faculty is already pursuing the PhD programme. Faculty members are also motivated to publish their articles in reputed journals.

3.1.2 What is the policy of the College to promote research culture in the College?

- Currently, the institute is a self-financed one and has sent an application for sanctioning of 2 (f) & 12(B) of the UGC Act 1956 so that funds can be raised for carrying out the research projects in future.
- Apart from this, the faculty members and administrative staff are given Study Leave either for completing their Ph.D research work or for completing any other career development courses.
- The staff members have a good access to all the infrastructural facilities and technological support systems e.g. Information and Communication Technologies (ICT). Libraries, Computer, Laptop and Internet – all are freely available to the faculty members during the college hours.

3.1.3 List details of prioritised research areas and the areas of expertise available with the College.

The institute has a team of well-qualified and experienced faculty members. They give immense inputs on research based projects to the students in the field of fashion design, textile design and lifestyle accessories. Apart from that, they attend national and international conferences and seminars to gain advanced knowledge of design and technology. There are also infrastructural facilities of textile testing, fabric development and product development.

3.1.4 What are the proactive mechanisms adopted by the College to facilitate smooth



implementation of research schemes/projects?

- * advancing funds for sanctioned projects
- * providing seed money
- * autonomy to the principal investigator/coordinator for utilizing overhead charges
- * timely release of grants
- * timely auditing
- * submission of utilization certificate to the funding authorities

Presently, the institute has not taken up any outside research projects.

3.1.5 How is interdisciplinary research promoted?

- * between/among different departments of the College and
- * collaboration with national/international institutes / industries.

i) Between/ among different departments of the institute: The staff can utilize the facilities of various departments for interdisciplinary research. An example for that is designing of leather bags where students utilized machines of garment construction lab.

ii) Collaboration with national / international institutes / industries: The institute is located in the hub of apparel and accessories industries. Therefore, it holds strong relationships with various companies. Industrial visits are an important part of the curriculum to get the practical know-how of how the industry works. Every year, students carry out their graduation projects in various companies. The graduation project is done in the final semester of the course. It provides an opportunity for excellent industry - academic interface wherein we tend to identify the areas for development by engagement whereby students conduct research based on the industry brief and evolve and implement development strategies. The project spans over a period of 16 weeks where students can assist and give valuable participation in the industry and its varied activities. The institute is also in collaboration with the textile testing agencies where textile design students are sent for training on advances testing procedures and standards.

3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?

All the departments have strong industry association. As part of association activities, seminars / lectures are conducted in the respective departments. For this, the experts like designers, industry persons, academicians of eminence are invited to interact with the teachers and students and mentor them. IQAC of the institute is also involved in organizing lectures and workshops by



inviting eminent resource persons to address the faculty members and students to enhance the quality of education.

3.1.7 What percentage of faculty has utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?

20% of the staff members have utilized study leave for their higher education. It has helped them to systematically organize their work and the education received added on to the quality of education being provided in the institute.

3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

The institute has organized few institutional workshops, exhibitions and shows which are attended by the industry persons.

S.No.	Workshop/ exhibitions	Training/ Year	Eminent Personalities who attended
1.	3-Days Fashion Trend Forecasting workshop	Dec. 2014	Mr. Anup Kumar, Founder Style Globe
2.	Graduation Show - VISTA	May, 2014	Ms. Varija Bajaj, Designer Mr. Aamir Zakir, Fashion Stylist Mr. Niket Mishra, Fashion designer Ms. Shakti Piplani, PC Jewellers Ms. Savina Sharan, Managing Director, Art Papyrus Mr. R.K. Srivastava, Chairman, NCDPD
2.	Graduation Show - VISTA	April, 2015	Ms. Sonia Jetleey, Designer Mr. Aamir Zakir, Fashion Stylist Mr. Niket Mishra, Fashion designer



			Ms. Goriya Sabharwal, Managing Director, R and A Silk International Mr. Rajeev Bansal, Managing Director, Celestial Knits
3.	Graduation Show - VISTA	April, 2016	Ms. Sulakshna Monga, Designer Ms. Pallavi Mohan, Designer Mr. Rajdeep Ranawat, Designer Mr. Mr Hemant Sud (Professional Photographer) Ms. Kiran Chopra (Blogger - Global Fashion Street) Ms Amisha Chowbey (Lifestyle Writer for Hindustan Times Brunch) Ms. Birpal Dhillon (Mrs India Globe 2013)
4.	Communication and Grooming workshop	Nov. 2014	Conducted by Jaap Learning
5.	Orientation programme	July, 2015	Mr. S P. Bhardwaj, Head – HR, Radnik Exports Ltd. Mr. Umesh Gaur, President, Tukatech India
6.	Launch of Auto CAD lab	Sept., 2013	Dr Syeda Hameed, Member, Planning Commission, Govt. of India.

3.1.9 Details on the College initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the community (lab to land).

For sharing the knowledge gained, the articles are published in the academic journals. Also, all



the copies of student projects are kept in the institute's library for reference.

3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

One faculty is pursuing her PhD from National Institute of Fashion Technology and had submitted her synopsis.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

No provision has been made as of now. The institute is planning to include that in the annual budget.

3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

In general, student project work does not involve much finance. These are generally industry based projects.

3.2.3 Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last four years?

No provision is there.

3.2.4 Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.

Not applicable.

3.2.5 Provide the following details of ongoing research projects:

	Year wise	Number	Name of the project	Name of the funding agency/Industry	Total grant received
A. College funded					
Minor projects					
Major projects	2013-14	1	Design Development	DC (Handlooms)	5 Lakhs



	Year wise	Number	Name of the project	Name of the funding agency/Industry	Total grant received
A. College funded					
Along with Industry					
B. Other agencies - national and international (specify)					
Minor projects					
Major projects					
C. Industry sponsored					

3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

Not applicable.

3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry/National/International agencies).

- Design, development and exhibition of the Handloom Show 'Kriti was done in the year 2013 which received funding of Rs. 5 Lakhs from the office of DC (Handlooms), Ministry of textiles

3.3 Research Facilities

3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?



- All the learning resources in the library and ICT tools are available to research scholars, staff and all the students.
- There is 24x7 wifi connectivity available in the institute for aiding in research work.
- Students often visit industrial establishments to carry out their project/research work.

3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

No such information centre is there but all the students are free to use the internet sources available in the institute to search for research related information.

3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?

Yes, the institute has all the residential facilities for the students, if need be.

3.3.4 Does the College have a specialized research centre/ workstation to address challenges of research programmes? If yes, give details.

Not applicable

3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The institute is working towards it.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the College through the following:

- * major papers presented in regional, national and international conferences
- Paper presentation on the Study of Gandhara Buddha and Bodhisattva figures from the State Museum Lucknow in the Annual Conference: CIDOC 2015 - The International Committee for Documentation of ICOM. By Mr. Ujjwal Ankur (Publication is in pipeline).
- Paper presentation on the Study of the Collection of Gandhara Art from the State Museum Lucknow in the International Workshop on Making of Museum Collections, with special reference to Gandhara, organized by Ludwig Maximilian University, Munich, Germany: 2015. By Mr. Ujjwal Ankur
- Paper presentation on 'The Interplay of Fashion and Culture: The Role of Designers in



Bollywood Films Since 1950' in the International Conference on Fashion and Textiles organised by National Institute of Fashion Technology (NIFT), Jodhpur held on 12th - 13th March, 2015. By Ms. Vandana Jaglan

* publication per faculty

* faculty serving on the editorial boards of national and international journals

None

* faculty members on the organisation committees of international conferences, recognized by reputed organizations / societies.

International Conference on convergence of Libraries, Archives and Museums (ICLAM) held from 27th – 29th Nov, 2014 organised by National Resource Centre, NIFT, New Delhi. The conference covered all the innovations and developments in the field of textile and fashion documentations, digitization of traditional artifacts as well as libraries and archival information in the museums on national and international levels. Our faculty member, Ms. Vandana Jaglan attended this conference and also acted as the member of the organizing committee for the conference. She also hosted the sessions of textile conservation on 29th Nov, 2014.

3.4.2 Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

The institute has recently filed an application for starting a design based research journal.

3.4.3 Give details of publications by the faculty:

* number of papers published in peer reviewed journals (national / international)

- Singh Swarnima “A study of the effect of concentration of the dye materials on colour fastness to washing and sunlight”, Anusandhan, Dec2009, Vol.XIno.21, pp 79-81.
- Singh Swarnima “A study of fashion adoption and sources of information about dresses and fashion trend”, Anusandhan, Dec2009, Vol.XIno.21,pp 83-86.
- Shail Sakshi “Effect of enzymatic pretreatment and selected specialty chemicals on wool printing”, International Dyer, 2011, 196(1) pp 11-13.
- Shail Sakshi “Effect of certain chemicals as pre-treatment on printing and dyeing performance of wool fabric”, Textile Trends, July2013, Vol. LVI (7), pp 43-46.



- Shail Sakshi “Study on optimization of different dyeing variables for dyeing of wool with Natural Dye: Lac”, Textile Trends.
- Jaglan, Vandana. Dr. Suri, Mona. 2006, “Quantification of Cellulosic Fibre blends – An Innovative Approach” Book of papers National Textile Seminar, The Textile Association (India) Delhi. pp 34-43
- Jaglan Vandana, Dr. Sharda Nidhi. 2011. “Costume Design in Indian Hindi Films”. Fashion Colloquia Vol. I. University of Arts, London Online Repository

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* Monographs

* Chapters in Books

* Editing Books

* Books with ISBN numbers with details of publishers

* number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average

* SNIP

* SJR

* Impact factor – range / average

* h-index

3.4.4 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty.

Not applicable

3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?

The institute encourages the staff members and students to publish original works with proper citations and referencing so as to avoid plagiarism.

3.4.6 Does the College promote interdisciplinary research? If yes, how many inter departmental / inter disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavour.



Not applicable.

3.4.7 Mention the research awards instituted by the College.

The institute has started the following awards for the students' work in the research, design and development of the graduation collection and projects:

- 1- Best Surface Exploration
- 2- Research Work - Explication
- 3-Best Designer of the Year -2016
- 4- Commercially Viable - Doable
- 5- Best Portfolio and Muslin Toils
- 6- Most Innovative Collection
- 7- Best Graduation projects

3.4.8 Provide details of

- * research awards received by the faculty
- * recognition received by the faculty from reputed professional bodies and agencies

No such awards or recognition from any reputed professional a bodies or agencies

3.4.9 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

No incentives have been received.

3.5 Consultancy

3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

- The principal and faculty members of the institute are well known and recognized, they are invited by the neighboring institutions that wish to avail their services in their respective areas like examinations, resource persons etc.
- Though no financial assistance is provided by the institution, their absence from the college is generally treated as on official duty and their services are recognized. The services rendered are voluntary and free of cost.

3.5.2 Does the College have College-industry cell? If yes, what is its scope and range of



activities?

The institute has a Placement Cell which looks after the trainings in form of internships/ graduation projects of the students and their placements as per the curriculum.

3.5.3 What is the mode of publicizing the expertise of the College for consultancy services?

Mention the departments from whom consultancy was sought.

The faculty members are having good network in the industry and academia and they are invited as per the needs. In future, the institute is looking towards to start the incubation centre in collaboration with the industry.

3.5.4 How does the College encourage the faculty to utilise the expertise for consultancy services?

Generally, no financial assistance is provided by the institution but their absence from the college would be treated as on official duty and their services are recognized. The services rendered are voluntary and free of cost. Sometimes, financial assistance is given to attend the seminars.

3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

Consultancy service is free of cost, as they are related to academic and extra curricular matters but not to industry or business.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience.

- The institute offers a curriculum which has craft cluster based design projects in the 3rd year which are carried out in the craft pockets of India to understand the design needs and the culture of different handicrafts. The students go and work in the cultural environment of the craft clusters and learn from the artisans and master craftsmen every year.

3.6.2 How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?



- The institute organized a one day health camp for the faculty members and students.
- The institute takes care of the environmental issues and is abreast with good green cover in the campus area.
- The institute also conducted communication and grooming classes for the final year students to enhance their job related skills.

3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Not applicable.

3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?

No such survey has been conducted.

3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.

No such award has been received.

3.6.6 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students' academic learning experience and specify the values and skills inculcated?

Under the Craft cluster studies, the students are given briefing about various crafts of India and their history and social background. After forming the base for the Project the students are given their design projects that help them develop their thought process towards the type of craft and the area that they want to research on. The students who went for the craft cluster project came up with not just sensitivity towards the crafts and the people of the location they went to for craft cluster development. It helps to inculcate life skills in the students.

3.6.7 How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.

The craft cluster studies are a mandatory part of the curriculum in the 3rd year and all the students are required to undertake that.



3.6.8 Does the College have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

No such provision is there.

3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

Local craft bodies of the area are contacted for carrying out the craft cluster studies.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

No such awards have been received.

3.7 Collaboration

3.7.1 How has the College's collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

The institute has rendered the service of textile testing agency for the advanced training of our students which has added to their skills.

Also, the institute has developed strong relation with the eminent industries for the internships and trainings of the students.

3.7.2 Mention specific examples of, how these linkages promote

- * Curriculum development – The principal is a member of Board of Studies at the affiliating university which holds curriculum review meetings every year.
- * Internship, On-the-job training - Every year, all the students have acquired internships and trainings in reputed companies and agencies.
- * Faculty exchange and development – Faculty members are on the panel of Central Assessment Programme (CAP) at the affiliating university for examination and evaluation. Also, the faculty members are invited as external examiners at various universities.
- * Research, Publication – The faculty members are free to avail library services at reputed institutes for their research work.
- * Consultancy, Extension
- * Student placement - Every year, the students have gained placements



opportunities in reputed companies and agencies.

*

* Any other, please specify

3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/ industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

The institute is also working on collaboration with the University of Glasgow and Italy for student exchange programmes.

3.7.4 Have the College industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

The scope is limited in terms of internships and graduation projects as of now.



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The college campus and building as well is specially designed for the specific courses viz. Fashion Designing, Lifestyle Accessories, Textile Designing etc. Teaching methodology and teachers'-students' aid are the main concern. Being a self-financed college, all the expenditures for infrastructure development are being taken care of by the fees collected from students and saving funds.

4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Meetings with programme coordinators and management happen periodically to look over the matters related to enhancement of infrastructure in order to promote a good teaching and learning environment. With the concern of faculties and students requirements are noted down and fulfilled it as soon as possible Viz, loom and Gun machine with compressor are recently bought for textile design and lifestyle accessories specialization respectively. Purchase of a furnace is in process.

4.1.3 Does the College provide all departments with facilities like office room, common room, separate rest rooms for women students and staff?

The college has all the separate facilities for specific departments.

- **Classrooms** – There are five well equipped classrooms and six laboratories of different sizes. There is one seminar hall too. There is proper arrangement of light and ventilation. All the rooms are air conditioned. There are few different rooms of various sizes are already being built for the further uses if required. Apart from that there are two counseling rooms and one conference room. The whole campus is equipped by CCTV surveillance.



- **Common rooms** – There is one common room for students with best arrangement of sitting with a television for recreation.
- **Rest rooms** – There are separate rest rooms on every floor. Dedicated cleaners are deployed for every rest room to maintain the cleanliness and hygiene.

There are seventy eight computers, five laptops and three projectors which come in use at the time of PPT presentations by teachers and students. The whole campus is embellished by free Wi-Fi connection which helps teachers-students to get easily access of E-books or Journals.

4.1.4 How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

The college has a proper setup which caters to the requirements of disable students and staff members. It has wheelchair ramp to go to upper ground floor. To go to different floors the college has separate and well maintained lift. The corridors are spacious so that their movement would not be disturbed. Drinking water coolers at every floor are intentionally placed at low height to make them comfortable. There is the arrangement of special toilet for people who are disable. However, at present there is no differently-abled student or staff.

4.1.5 How does the College cater to the residential requirements of students? Mention

- * **Capacity of the hostels and occupancy (to be given separately for men and women)**

The college has separate hostel having strength of 80 girls. It provides a bed box, a cupboard, a table and a chair for each and every students. All the rooms are air conditioned and if necessary there is proper arrangement of ventilation. 24X7 electricity and water facilities are available. A dedicated female warden is employed for the hostel. Guards are available all 24 hours for the security of students. The hostel has CC TV surveillance to avoid unwanted activities.



* **Recreational facilities in hostel/s like gymnasium, yoga center, etc.**

There is a common room and well decorated and grassy lawn to perform Yoga or to do exercise for students. But, it is not mandatory

Broadband connectivity / wi-fi facility in hostel/s.

The Hostel has Wi-Fi facility with 4mbps bandwidth speed.

4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

College provides first aid to all students, faculty and non-teaching staff during office hour. It has collaboration with nearby hospital (Fortis). If required, with the consent of parents students can get admitted there.

4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?

Sports

The college has separate well trained faculty for the games and sports.

Outdoor Games: The College has its own play ground and an open area where Volleyball, cricket. Badminton, Kho-Kho, Kabaddi etc. can be played. Students can do exercise, jogging and running here.

Indoor Games: Facilities for Indoor games like Table Tennis, Chess, Carom etc are also available. College has provided a separate place in the basement of the building for indoor games.

Available sports equipments in the college.

NAME OF THE EQUIPMENT	QUANTITY
VOLLEYBALL	02
VOLLEYBALL POLE	01 Pair
BASKETBALL	04
BASKETBALL RING	01



BADMINTON RACKET	14
BADMINTON SHUTTLE	03 Boxes
BADMINTON POLE	01 Pair
TABLE TENNIS RACKET	14
TABLE TENNIS BALL	24
TABEL TENNIS NET	01
TABLE TENNIS TABLE	01
TABLE TENNIS CLAMP	01 Pair
SKIPPING ROPE	06
CRICKET BAT	04
CRICKET BALL	25
CRICKET WICKET	01 Set
AIR PUMP	01
CONE PLASTIC	10
CARROM BOARD	02
CHESS	01
HANDBALL	02
FOOTBALL	01

Cultural Activities

To promote cultural activities, the college has a separate cell called Cultural Cell. The annual graduation Fashion show VISTA is organized by college to ensure participation of students to showcase their design to the fraternity. In-house annual exhibition is also being organized by the college. From this year college has started to organize an Alumni Meet. The students have regularly been participating in inter-college and university cultural competitions organized by other colleges, universities and organizations. Independence day and Republic day celebrations add a different flavor in the cultural context of the college. Apart from that the college celebrated special events like Teacher's Day, Fresher's and Farewell party. To promote indigenous culture, college celebrates Desi Day, Saraswati Puja, Holi, Lohri, Vishwakarma Puja etc. Different workshops like mediation, self protection etc are also organized. For these



events, college provides the basic facilities like separate room for rehearsals, performance (if it is in-door), out-door ground space, sound and music system, mike, food from the in-house canteen and furniture.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, the college has a Library Advisory Committee Constituted as follows:

Chairperson:	Principal
Member - Convener	1. Two Faculties from SFI (Fashion Dept) 2. Two Faculties from SCE (B. Ed)
IQAC Coordinator:	Member

The committee looks at problems and scarcities and tries to get them fulfilled as soon as possible. It organizes different activities to make the library students' friendly. It also recommends purchase of required books, journals and magazines. As per the suggestion of IQAC, the library has installed software called SARAL. The Library Cell has started a film club through which Art and Design related film screening has been conducted on every Friday.

4.2.2 Provide details of the following:

- **Total area of the library (in Sq.mts.)** : 290 sq. mts.
- **Total seating capacity** : 50
- **Working hours** : 06 hours



On working days	: 9.30 am to 4.30 pm
Sunday & Holidays	: Closed
Before & during examination	: 9.30 am to 4.30 pm
Summer Timing	: 9.30 am to 4.30 pm
Vacation	: Library remained open from 9:30 am to 4:30 pm on all working days.

Layout of the library (individual reading carrels ,lounge Area for browsing and relaxed reading ,IT zone for accessing e- resources) is located on the 01st Floor of the building.

- * **Access to the premises through prominent display of clearly laid out floor plan; adequate signage; fire alarm; access to differently abled users and mode of access to collection)**

The Library is situated at the first floor of the building. There is clear visibility of that through the signage at its door. Intentionally the Library is placed at that part of the building which is easily approachable and accessible. It is directly attached with the broad corridor that is why is easy to approach to differently abled users too. There is Librarian to help someone who is differently abled however the books are arranged in a way that anyone can easily find and have it.

4.2.3 Give details on the library holdings

Details of library holdings are as follow:

Library holding	2012-13		2013-14		2014-15		2015-16	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	446	4,31,868	460	4,68,396	524	5,61,954	551	6,55,739



Reference Books								
Journals/ periodicals	39	42,086	39	46,086	52	57,587	66	70,346
e-resources/ Academics Tech.	77	74,179	77	74,189	86	82,399	88	82,599
Any Other Newspaper/Magazine	07/03	1450	07/03	14,870	07/03	15,500	07/03	15,530

4.2.4 What tools does the library deploy to provide access to the collection?

- **OPAC:**

No (Other – In house)

- **Electronic Resource Management package for e –journals:**

Through journal websites

- **Federated searching tools to search articles in multiple databases:**

No

- **Library Website**

Separate link with all required information in college website is available.

www.satyamfashion.ac.in

- **In –house /remote access to e-publication:**

No

4.2.5 To what extent is the ICT deployed in the library?



- **Library automation:**

College has installed SARAL library Management Automation Software.

- **Total number of computers for public access:**

4

- **Total number of printers for public access:**

1

- **Internet band width /speed :**

4Mbps lease line

- **Institutional Repository :**

Nil

- **Content management system for e-learning :**

No

- **Participation in Resource sharing networks /consortia**

No

4.2.6 Provide details

- **Average number of walk –ins:**

70 per month

- **Average number of books issued /returned :**

50

- **Ratio of library books to students enrolled:**

2:1

- **Average number of books added during last three years:**

105

- **Average number of login to OPAC**

Not applicable



- **Average number of login to e-resources:**

2

- **Average number of e-resources downloaded /printed:**

10

- **Number of information literacy trainings organized :**

Nil

- **Details of “weeding out “ of books and other materials :**

Yearly screening of books Materials done for weeding out Purpose is carried out.

4.2.7 Give details of the specialized services provided by the library

Manuscripts	Nil
Reference	yes
Reprography	No
ILL(Inter library loan Service	No such service is available
Information and deployment Notification	Information and notification is displayed on the available Library Notice board and s list of New arrivals /reading materials purchased are either displayed/send to the respective departments
Download	This facility is available for students and all facilities / other staff also



Printing	Printer / Photostat services are available in Library
Reading List/bibliography Compilation	Nil
In-house /remote access to e-resources	No
User Orientation/awareness	Orientation programme for the freshers includes tour to the library and its facilities every year
Assistance in searching database	To be provided on demand
INFLIBNET/IUC facilities	No

Additional information

1. Ex –students are also given access to library facility.
2. Stock verification has been done in 2013-14-and 2014-15.

4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.

There is no any specific budget for the purchasing of new books and journals. As per requirement after the discussion of the concerned cell, the books and journals are being purchased.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services.

There is no such formal feedback mechanism for analyzing the services provided .However open discussions with both teachers and students are encouraged for further improvement.



Students are requested to give their suggestions. Library cell usually conducts meeting with students and tries to find way to make the library more user friendly and accessible.

4.2.10 List the infrastructural development of the library over the last four years.

The library has a permanent in-house setup in the college. As per requirement library is being maintained and developed.

4.2.11 Did the library organize workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usage?

Library cell organizes different exercises and meetings to take feedback from the users. Different exercises like quiz and other interactive session make the library more users friendly. Students best assignment are awarded by giving a separate place at library.

4.3 IT Infrastructure

4.3.1 Does the College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?

The college conducts lectures from the expert/s at regular intervals of time. PPT presentation and open discussion sessions are also being organized to maintain the IT service management, information security, network security, risk management and software asset management.

4.3.2 Give details of the College's computing facilities (hardware and software).

- Number of systems with configuration
There are 78 computers in the college with Dual core processor, 1 GB RAM and 360 GB HOD configuration.
- Computer-student ratio
1:2
- Dedicated computing facility
All the computers have original software, having proper internet connection.
- LAN facility



All the computers are connected through LAN.

- Propriety software / Open source softwares

College has purchased original softwares like Adobe Photoshop, Illustrator, Autodesk, Microsoft operating system and Corel draw etc.

- Number of nodes/ computers with internet facility

All the computers have internet facilities connected by LAN by 4Mbps lease line.

Sr. no.	Location	Computer	Configuration
	Server	01	HP ProLiant DL360 G5 Intel Xeon 5120 Dual core Processor 1.86 GHz , 146GB HDD, 2003 server
	Server Room	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Account Deptt.	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Office Supnt.	02	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Reception	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Head Promotion	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Principal Room	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Counselling Room	05	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Library	03	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Com. Lab - 1	10	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2



			SDRAM, 250GB SATA HDD
	Com. Lab - 2	08	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Com. Lab - 3	25	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Faculty Room-1	04	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Faculty Room-2	07	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	B.Ed. Faculty Room	05	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	LA - Lab	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Warden Office	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	Admin Officer	01	Core 2 Duo Processor 2.4 GHz, 1 GB DDR2 SDRAM, 250GB SATA HDD
	TOTAL	78	
Sr. no.	Location	Laptop	Configuration
	Used at several places	05	Intel Atom Dual Core CPU,300GB HDD, 1GB RAM
Sr. no	Location	Printer	Configuration
	Faculty room	01	Cannon Laser Printer B/W
	Office Suptn.	01	HP laser Printer B/W



	Head Promotion	01	Cannon Laser Printer B/W
	Principal Room	01	Cannon Laser Printer B/W
	Counseling Room	01	Cannon Laser Printer B/W
	Server room	01	Cannon Laser Printer B/W
	Server room	01	HP Inkjet Color
	Accounts room	01	Cannon Laser Printer B/W
	Library	01	HP laser Printer B/W
	TOTAL	09	

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institute has a full time well trained employee to look after all the matters related to IT facilities of the college like software upgradation, repairing of computers and hardware accessories. Computers are regularly upgraded. Computers installed in the computer lab have licensed software.

4.3.4 Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

Faculty members always encourage students to use online learning resources. College pay NRI 100 per student per annum to SNDT University to access online library of the university. It is one of the add-on factors of SFI's library.

4.3.5 Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.

The details of computers in the ICT enable classrooms / learning spaces or other places are as follows:



	Total Computer s	Compute r Labs	Internet	Browsin g Centres	Compute r Centres	Offic e	Depart - ments	Othe rs
Existin g	86	46	03	-	02	09	26	-
Added	-	-	-	-	-	-	-	-
Total	86	46	03	-	02	09	26	-

Computers are available in all the departments that facilitate not only day to day work but also aid in maintaining database of the students. Both the computer labs are well equipped and classes have laptop and projector facilities. Faculty members are also provided separate space and computer with internet for the preparation of teaching-learning materials.

4.3.6 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?

The college encourages its faculty members for the maximum utilization of ICT infrastructure. Teachers get proper guideline to use the Software SARAL which is being used by Satyam Fashion Institute. They are free to use internet and other online study materials to prepare their teaching aids. All of their computers are connected to LAN and get proper internet connectivity throughout the working hours.

4.3.7 How are the computers and their accessories maintained? (AMC, etc.)

College has a well trained full time employee who takes care of all type of maintenance related to software, computers and its accessories.

4.3.8 Does the College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?

No, the college doesn't avail of the National Knowledge Network connectivity but it has State level connectivity called MKCL (Maharashtra Knowledge Corporation Limited).



4.3.9 Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the College?

The college has a separate budget to maintain its computers and its accessories along with the softwares as follows:

2014-2015	
	Amount
Internet & website exp	2,21,521
Computer Running & maint.	41,680
Computer Software	16,065
2013- 2014	
	Amount
Internet & website exp	2,64,859
Computer Running & maint.	82,400
Computer Software	3,47,259



4.4 Maintenance of Campus Facilities

4.4.1 Does the College have an Estate Office / designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The college has its administrative officer who looks in the matter of infrastructural maintenance and development. He supervises newly constructed building at regular intervals.

4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

Yes, College has its own staff for maintenance, housekeeping and repairing. There are seven housekeeping staffs, one electrician, one store keeper and one repair man. They take care of the cleanliness, white wash, furniture repair, electricity, AC maintenance, water supply, lift etc.

Amount spent on maintenance for the year 2014-15	
Gardening Exp.	66,119
Housekeeping Exp.	7,41,702
Repair & Maint.	20,39,310
Water Tax	26,911
Plant & Machinery	1,27,479
Electricity Exp.	20,82,753
Generator running & main	3,24,600
Depreciation	34,95,737
Amount spent on maintenance for the year 2013-14	
Gardening Exp.	1,09,712



Housekeeping Exp.	7,20,875
Repair & Maint.	7,20,875
Water Tax	17,935
Plant & Machinery	3,31,414
Electricity Exp.	17,10,728
Generator running & main	2,43,217
Depreciation	35,49,330



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?

-----Yes, The College has a Student support centre and the responsibility of maintaining the operation is entrusted to the Departments.

The realization of student support centre led to the formation of different types of personal attention and teaching methodologies adopted as per the need of the student.

Advisory board of the centre consists of the following personnel:

-Principal

-Coordinator

-2 students from each department. Meeting is organized twice a semester (one at the beginning and the other at the end of the semester) to review and plan for the future.

Objectives of the centre:

-To find out the students psycho-social problems

-To strengthen their self –esteem and boost their morale.

-To bring out their inherent potential.

-To enlighten them on the different strategies to cope with conflicts.

Functions of the centre:

-Providing psycho-social support to the students in distress

- Co-operating with the parents and the faculty members in addressing the concerns of students -Refer to appropriate centers for further help

-Students are made aware of the centre and the services it renders to student community.

-The college has a well structured counseling protocol which is very effective in addressing the concerns of students.

Activities of the centre:

-Provide individual counseling.

-Psychological support and strengthening their EGO.

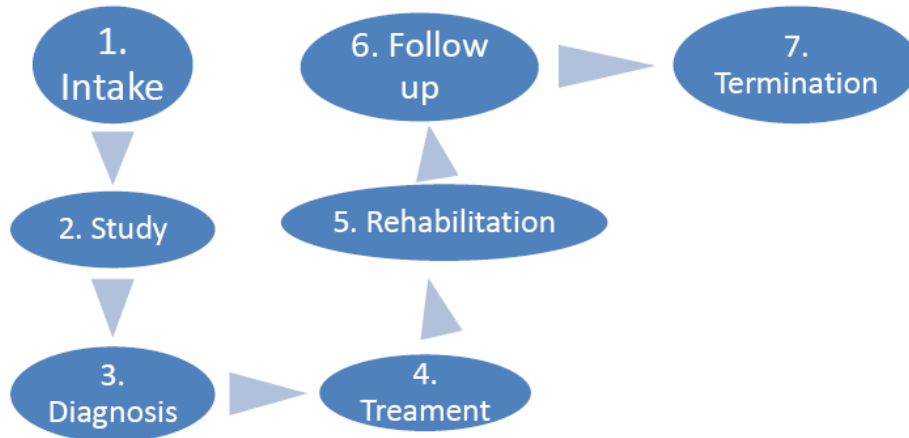
-Conducting group counseling.

-Peer counseling.



- Family counseling.
- Referrals services.

Process:



Referrals:

- Problem identification
- The teacher refers to the HOD
- HOD refers to the counselor

5.1.2 What provisions exist for academic mentoring apart from class room work?

-----AAA- Actual Ambition Achievement

- The college has innovatively developed a system of enabler teacher who acts as a mentor of students under his care.
- Every student in the college has an enabler teacher nominated by the head of the Department. -The enabler teacher closely monitors the progress of the students allotted to them, provides personalized attention and also acts as an unfailing source of referral for other services.
- The student activities, aspirations, achievements and other credible information are recorded in the AAA format developed exclusively for the purpose of mentoring them

5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counseling, soft skill development, etc.



-----Yes, The College offers the following programmes to facilitate personal enhancement of the students:

The Life Skills Training as Zumba, Aerobics, Art of Living.

Special Meetings by experts are organized in each semester relating to career choice and development.

The Assessment and Development workshop conducted annually with the help of the members of Alumni helps in understanding the skill strengths and weaknesses of the students and in organizing specific inputs to develop their skill set.

The Annual Alumni Meet is organized and it creates an opportunity for the students to interact with their seniors which enables them to be move in the right direction in the choice of (future) career.

- 5.1.4 Does the College publish its updated prospectus and handbook annually? If yes, what are the activities / information included / provided to students through these documents? Is there a provision for online access?

-----Yes the college publishes its updated prospectus and handbook annually. The prospectus with the details about the college, programmes of study, admission criteria, selection process, fee structure and other behavior expectations is made available to the prospective candidates seeking admission.

-The academic calendar with the details of various academic programmes, examination schedule (internal and external), campus and hostel rules, special events, and holidays is distributed to all the students every year. Copies are also made available in the library.

-Yes. There is provision for online access for Application and Prospectus. The students can download the Applications and submit the same to the college.

- 5.1.5 Specify the type and number of scholarships / freeships given to students (UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.

-----Yes, college provides scholarships during the time of admission in fees to the needy students.

- 5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)



-----No, the college students don't receive any financial assistance from the state govt.

5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?

-----No, The College does not have any International Student Cell to cater to the needs of foreign students

5.1.8 What types of support services are available for

- * overseas students
- * physically challenged / differently abled students
- * SC/ST, OBC and economically weaker sections
- * students to participate in various competitions/conferences in India and abroad
- * health centre, health insurance etc.
- * skill development (spoken English, computer literacy, etc.,)
- * performance enhancement for slow learners / students who are at risk of failure and dropouts
- * exposure of students to other institutions of higher learning/ corporate/business houses, etc.
- * publication of student magazines

- * -----overseas students - No, the college does not provide any support service
- * physically challenged / differently abled students- No, the college does not provide any support service
- * SC/ST, OBC and economically weaker sections- No, the college does not provide any support service
- * students to participate in various competitions/conferences in India and abroad- No, the college does not provide any support service
- * health centre, health insurance etc. - No, the college does not provide any support service
- * skill development (spoken English, computer literacy, etc.,) – Yes we provide skill development to students as below:



-English classes

-Zumba classes

-Yoga classes

-Aerobic Class

-Art of Living

* performance enhancement for slow learners / students who are at risk of failure and dropouts

- personal attention to students

- extra classes for their performance enhancement

* Exposure of students to other institutions of higher learning/ corporate/business houses, etc.

-inter college competitions

The students are sent to internships and graduation projects.

* publication of student magazines

- **Drishti, the student newsletter**

5.1.9 Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?

-----No the college does not provide any such classes.

5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as

* additional academic support, flexibility in examinations

* special dietary requirements, sports uniform and materials

* any other

The college provides various opportunities to the students to participate in sports and extracurricular activities.

* -----Additional academic support, flexibility in examinations – Students who have been granted permission to go for inter college competitions are offered attendance so that they don't miss out on examination without



optimum attendance.

5.1.11 Does the College have an institutionalized mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

-----The students are provided with industry interface in terms of visits and internships, so the students understand the industry and develop interest in the work.

Entrepreneurship is a compulsory paper in vocational courses. A lot of activity is done in this area. Many students have developed this as a profession.

5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

--The no of students selected during campus placements are 112. In last four years.

Companies like Shoppers stop, PC Jewelers, Art Papyrus, Suneet Verma, Marks and Spencer, Vani Designs, ACPL Jewellery private limited, and designers like Warija Bajaj, Soniya Jetleey, etc.

Year	Company	No of students Placed
2013-14	4 Companies	15 students
2014-15	3 Companies	01 student
2015-16	5 Companies	11 students

Off campus placement are as under

Year	Company	No of students Placed
2013-14	Different Companies	30 students
2014-15	Different Companies	45 student
2015-16	Different Companies	26

5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?

-----Yes the college has an Alumni Association which is to be registered.



The students in the college have interaction with alumni so that they learn about different fields of the industry and then choose the different kind of positions in the industry.

5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.

-----Yes, the college has a regular student grievance cell.

Types of grievances addressed: wifi connectivity is a problem.

5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?

-----The Women's Cell exists in the college.

- It is vigilant and conscious of maintaining the dignity of female students.

-Since it is a Women's College, no case has been reported so far.

5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

-----Yes, there is an anti-ragging committee.

- Anti-Ragging Squad which ensures that no ragging incident takes place.

-It achieves this by making students aware of its negative effects and consequences.

- No major instance has been reported till date as the committee organizes counseling sessions before the commencement of new session.

- Minor problems are sorted out by the intervention of the committee members.

5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co - curricular activities, research, community orientation, etc. ?

5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?

-----Sports classes are arranged for the students.

The students are sent to inter college competitions and college provides transportation to the students.



5.1.19 how does the College ensure participation of women in ‘intra’ and ‘inter’ institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

----- **Cultural activities:** inter college design competition

5.2 Student Progression

5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges / universities (if available?)

Program wise success rates are highly successful as the institute has good infrastructure that meets the requirement of the student’s work. We also have campus placement cell that helps the students to get placed with good companies.

Satyam fashion Institute is not an autonomous college, it works under the guidelines of SNDT University.

5.2.2 providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

Student progression	%
UG to PG	0
PG to M.Phil.	0
PG to Ph.D.	0
Employed	70%
<ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	

5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?

----- Demand ratio 1: 2.85 Dropout % 6.84%

5.2.4 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.

----- Not applicable



5.2.5 Provide details regarding the number of PhD/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.

Not applicable

5.3 Student Participation and Activities

5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

-----The college has a wide range of sports, games and extra-curricular activities.

Playing courts: Kho- kho and, Kabaddi, Badminton, table tennis, cricket, carom.

The institution encourages the students to participate in cultural activities which are organized by the Cultural Committee. The committee organizes cultural events like music, dance, songs, fashion show, Question-quiz, rangoli Competition, Flower Decoration Competition etc. in Annual Gathering, Celebration of festivals, Miss SFI , Fashion Show, Exhibition, Alumni Meet, Farewell

Extra Curricular: Students participation in inter college competitions.

5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.

-----NIL

5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?

-----The college encourages its students to publish articles.

The college magazine provides a strong platform for the expression of their creativity.

5.3.4 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?

-----Yes the college seeks data and feedback from its graduates whenever we arrange alumni meet to check the feedback of the alumni and the industry to give insights on the courses offered.

Accordingly changes are tried to be incorporated in the teaching practice.



5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.

----- Students are encouraged and involved in the publishing of materials like college magazine and placement brochures.

Drishti- the college magazine

Placement brochure, 2015-16

5.3.6 Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.

-----Yes, college has a Student Council. They bring various problems and suggestions from the student community before the college management. It also organizes student centric activities and is funded by college management

5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

----- - **Editorial Board:** - The Editorial Board comprises of Chief Editor, Editors and Student Editors. The Board invites articles from students for publication.

-**Cultural Committee** This Committee is constituted under the headship of the Principal who is chairperson of the Cultural committee. This Committee is constituted to promote the cultural activities among the students. Culturally talented students are spotted by Committee members and the efforts are made to develop their skills and talents by encouragement, right training and performances.

-**Library Committee** This Committee is constituted under the headship of the Principal who is chairperson of the library committee. The Committee is responsible for the maintenance of library books and journals, easy access of the students to the library facilities

- Suggestions are invited from the students and other readers for making the library atmosphere congenial.



Admission Cell This Committee is constituted to promote the admission in the institute. Academically and culturally talented students are spotted by Committee members and the efforts are made to develop their skills and talents by encouragement, right training and performances so that their work also becomes an ideal to share with the enquiries. Suggestions are invited from the students and other readers for making the institute's atmosphere congenial.

Internal Quality Assurance Cell (IQAC) - This Committee is constituted under the headship of the Principal who is chairperson of the IQAC. This Committee is constituted to promote and keep a check on all the activities done in the institute.

Anti Ragging Cell - This Committee is constituted under the headship of the Principal who is chairperson of the committee.. This Committee is constituted to promote and keep a check on all the activities done in the institute. The students are made representatives of the committee and they are made sound about the laws surrounding anti ragging. These students help in curbing the anti ragging.

Women Cell - This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to women's development and awareness.

Sports Cell - This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to promote student's interest in sports.

Grievance/ Redressal Cell - This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to address to student's and staff's grievances. Student representatives are chosen so that the problems reach through a proper channel to the members of the Cell.



Examination Cell - This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to conduct examination, compilation of marks, etc.

Placement Assistance Cell - This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to promote student's placements.

Alumni Cell This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to promote ex student's interest in institute's ongoing curriculum.

Publication Cell This Committee is constituted under the headship of the Principal who is chairperson of the Cell. This Committee is constituted to promote student's interest in writing and editing skills.



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

Satyam Fashion Institute, Noida, Delhi NCR, is one of the top fashion Institutes in India, providing UGC approved courses in affiliation with SNDT women's Govt. University, Mumbai. The proximity of the college to industry in Noida creates a unique opportunity for collaboration and an ability to address market behavior. Regular field trips along with lectures and seminars by visiting designers, industrialists, manufacturers and artists broaden student's awareness of the design field. Students have an opportunity to develop ties with the professional design community through visits to exhibitions and fairs.

6.1.1 State the vision and mission of the College.

Vision

“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 founders of Satyam Fashion Institute is to impart holistic education, enabling the 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 us or self employment .

Mission

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.

6.1.2 Does the mission statement define the College's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College's traditions and value orientations, vision for the future, etc.?



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. 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.

6.1.3 Role of the leadership involved in

- ensuring the organization's management system development, implementation and continuous improvement

The leadership includes the Director General, Principal as the Head of the Institution and Programme Coordinators of all specializations, industry coordinator, exam coordinator, Librarian, and office superintendent. 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.

- interaction with stakeholders

The institute has developed a mechanism of conducting informal discussion with the parents, sending of performance reports to the parents, discussion with class representatives. The institute obtains constant feedback from the industry stakeholders and alumni of the institute for the corrective changes in the curriculum and teaching methodology.

- reinforcing culture of excellence



The board of trustees constantly motivates the teaching and non-teaching staff to take up research activities for ensuring quality education. The leadership encourages the students and staff to participate in the co curricular and extra curricular activities like intercollegiate State / National competitions, extension activities. The faculty members are also given special permission on duty to attend conferences, seminars and orientation programmes.

- Identifying needs and championing organizational development (OD)?

The needs of the students are identified through class representatives through periodic meetings. The infrastructural needs of the college and the individual departments are fulfilled by the management of the institute with proper approval of the requirement.

6.1.4 Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.

The senior leadership positions are never vacant.

6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?

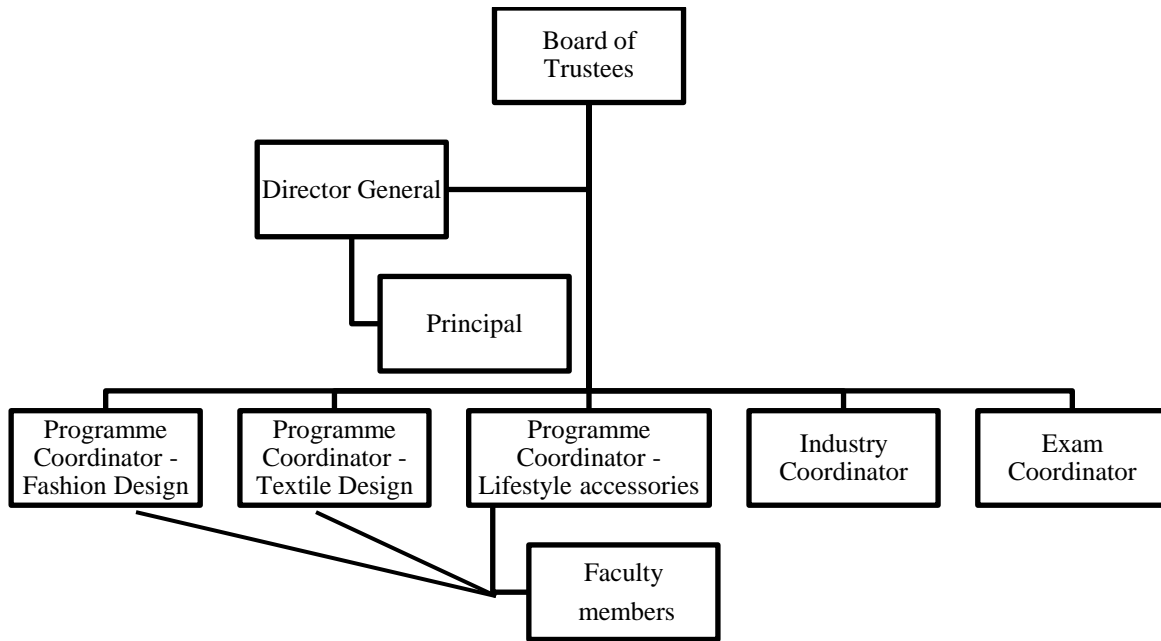
The institute ensures that all positions in its various statutory bodies namely Board of Trustees Academic Council, and Finance Committee are filled and meetings are conducted at the stipulated intervals.

6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.

The institute always supports a culture of participative management to ensure transparency both in academic and administration. The institute has a council of members comprising of programme coordinators and industry coordinator, librarian headed by the Principal and all decisions are taken in the review meetings by adopting the corrective measures after deliberate discussions in each and every matter in the best interest of the institution. The Heads of the programmes conduct periodic meetings with the faculty members and their suggestions are carried to the Principal which directly means that every faculty member takes part in the academic and administrative matters of the College. The non-teaching staff also comes directly under the supervision of the Principal and regular discussions are held for the implementation of activities in a transparent manner.



Organizational Structure of the institute



6.1.7 Give details of the academic and administrative leadership provided by the University to the College?

One of the trustees of the institute is part of the senate at the university level and the Principal of the institute and Director General are the members of Ad-hoc Board of Studies.

6.1.8 How does the College groom the leadership at various levels?

The leadership continually ensures the academic freedom for the faculty members and plays an important role in collective decision making. The institute conducts orientation programme for the new faculty members at the time of joining to make them understand about the curriculum requirements and the suitability of the teaching methods. This helps in free expression of ideas.

The institute believes in the growth of students by making the process of learning by doing, not only developing their technical, motor skills and knowledge but also making them strong for the competitive environment of today's world's and is committed to the idea of enhancing purposeful education with human values and social responsibilities, finally, developing students into a complete professional.



6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.

All the departments works towards the development of knowledge management in the form of class notes, presentations and question banks being kept in the library for the use of the students. Also, the faculties save the information on academic matters in the common server in the institute so that it can be circulated in a transparent manner. The back up of all the material is taken up by the IT professional regularly.

6.1.10 How are the following values reflected in various functions of the College?

* Contributing to national development

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. Therefore, 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. Apart from this, the students are open to and have volunteered in various activities related to Cancer Awareness programmes, Marathons for social causes. Also, the staff and administration actively donates for the disasters and natural calamities happening in India.

* Fostering global competencies among students

The curriculum of the design programme is holistic in the nature and matches the standards of all international universities. The students have been selected for pursuing higher education in famous universities like De Montfort University, Leicester. The institute is also working on a collaboration with the University of Glasgow and Italy for student exchange programmes. By providing the communication and personality development classes in the institute, the students are also groomed for the global competitions.

* Inculcating a value system among students

The institute advocates a strong environment of rich cultural and moral values. Yoga classes are held in the institute to learn ethics and enhance their well-being. Orientation programmes for the freshers, Placement Cell, Grievance cell inculcate a value system among the students related to their peers, work ethics and inter-personal relations. We also hold assemblies which lay great stress on moral values and students share their thoughts with others.

* Promoting use of technology

The institute offers good IT structure in terms of internet connectivity, computers, laptops, projectors to the students, faculties and administrative staff. By the very nature of the subject,



Students are encouraged to use laptops for assignments, seminars and projects which are research intensive.

* Quest for excellence

The institute has a strong and dedicated team of faculty members who strive to achieve excellence in all areas. Recently, the institute has filed an application to start a research journal in the field of design. To create a responsive environment, the institute has also started an in-house newsletter 'Drishti' which is based on student's activities. Also, the institute provides all necessary supports for research activities, organizing and attending Seminars/Workshops and Paper presentation at National and International levels.

6.1.11 Give details of the UGC autonomous review committee's recommendations and its compliance.

No review committee has visited the institute from UGC. However, there is a Local Inspection Committee (LIC) which comes from affiliating university annually. The feedback of the committee has been favourable with good remarks on the activities of all the academic departments. All the suggestions made by them are duly executed from time to time.

6.2 Strategy Development and Deployment

The institute has always focused on the development of the students and all the departments and infrastructure are used in the best possible ways for the benefit of the students.

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

The institute has specific plans of development in its academic and administrative units and strategy for its implementation to improve the overall quality of the functioning of institution.

* Teaching and learning

The institute provides diverse opportunities such as access to internet by creating Wi-Fi facilities in the campus, creation of smart classrooms in all departments, increasing the additional subjects for interdisciplinary approach etc. This helps to ensure an intellectually stimulating environment.

* Research and development

All the subjects in the field of design are based on practical and research based approach as it demands functionality in real life. The students work on action research based design projects as per the curriculum which involves innovative techniques of brain storming and mind mapping etc.



- * Community engagement

The institute has tie-up with the organisations working for the upliftment and skill development of differently abled and deaf and dumb children and regular workshops are held with them to enhance their way of life.

- * Human resource planning and development

The institute has a provision of regular advertisement given for any vacant seats (teaching and no-teaching) through its website and newspaper. All the interviews are conducted by fair means to find suitable candidates. Also, industry experts and visiting faculties are engaged depending on the requirements.

- * Industry interaction

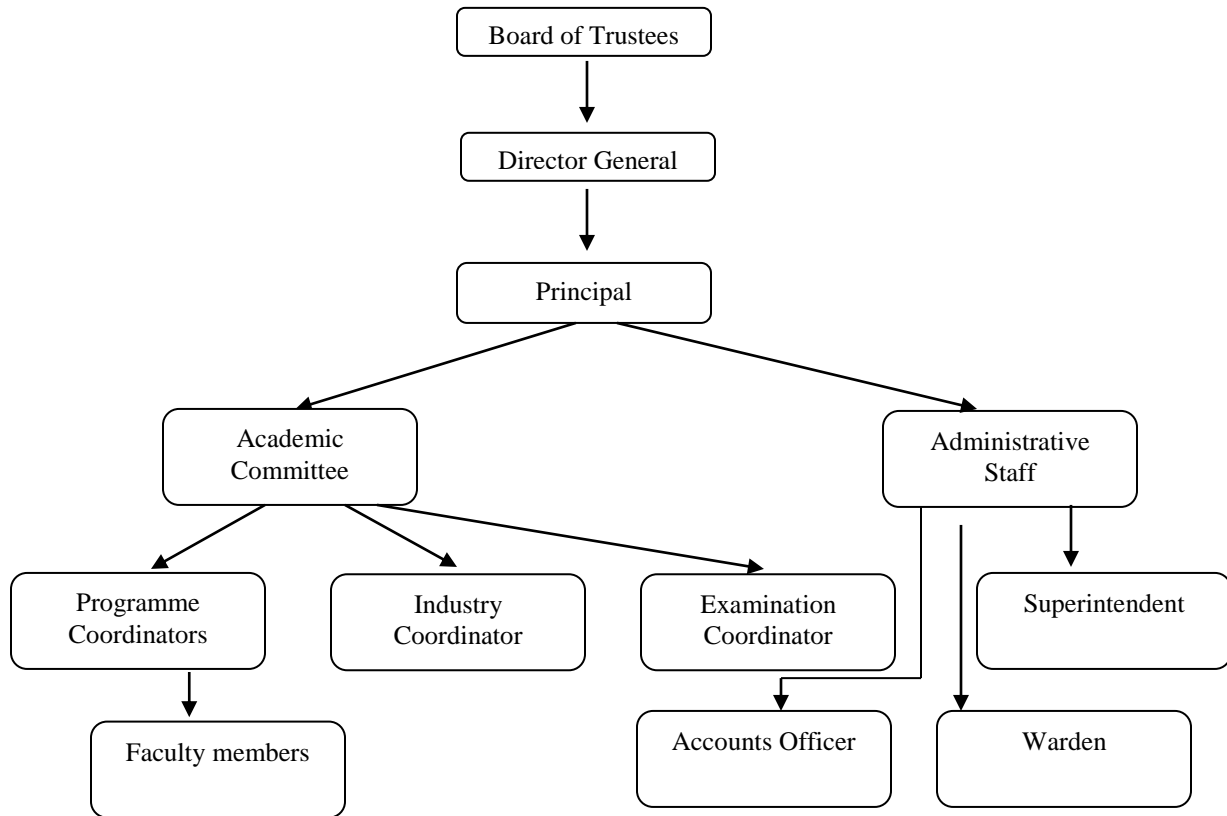
Institute with a wide recognition in the industry has made its name by grooming the young minds to a skilled design professional. The institute holds strong industry linkages in each specialization and the students get themselves trained in various aspects of design through ample industry interaction in the form of Graduation projects, design collections and internships. We have developed industrial association with major players in the market. The placement cell of the College invites the companies to train the students based on their needs.

- * Internationalisation

Design is an area which draws inspiration from various spheres of life, cultures and countries. No design is complete without its appropriate conceptualisation in terms of its balance of aesthetics and functionality. The course itself is designed in a way which includes a greater scope of internationalisation in the form of product designs and culture based projects.

6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

The internal organizational structure for the decision making on various academic and administrative matters is as follows:



6.2.3 Specify how many planned proposals were initiated/ implemented, during the last four years. Give details.

1. Purchase of equipments for laboratories like looms, gun machines
2. Approval of the short-term programme on Interior designing (certificate programme of 1 year)
3. Procurement of books and journals for the library as per the demand generated by all the faculty members
4. Purchase of computers, key boards, UPS, CPU for the Auto CAD lab
5. Purchase of furniture for setting up Auto CAD lab
6. Installation of CCTV in the Campus and Hostel premises
7. Development and review of curriculum
8. White washing of a few buildings and renovation
10. Purchase of Air Conditioned Ecco Cabs
9. Purchase of new cupboards for store keeping



6.2.4 Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

All the decisions are made and taken as per the requirements of the departments with due approval of the Board of Trustees, Director General and Principal

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The institute ensures that grievances / complaints received from students and staff are promptly attended and resolved effectively. Besides the grievances cell, the complaint box is placed in the premises of the institute near entrance. The letters from the complaint box are collected and analysed by the Principal and grievance cell to find out the nature of grievances for promoting better stakeholder-relationship.

6.2.6 Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

The IQAC of the institute headed by the Principal collects feedback from the students on the aspects of curriculum, teaching methods and its delivery. The suggestive measures are taken in this regard to improve the performance of the institute.

6.2.7 In what way the affiliating University helped the College to identify the developmental needs of the College?

The institute is affiliated to SNTD Women's University which regularly conducts meeting of the Ad-hoc Board of Studies meet with the Principal as its member to discuss the developmental needs of the institute.

6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.

Board of College and University Development (BCUD) provides approval for the renewal of the affiliation and the registration of the newly enrolled students every year.

6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized?

Continuous feedback are taken from non-teaching, teaching staff, parents and alumni on curriculum requirements, suitability of the courses, performance of the students, industry



requirements for training and placements and all the possible suggestive measures are taken with due approval. Recently, as per the students requirements, Air conditioned cabs were purchased for the transportation facilities given to the students.

6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

The institute motivates the faculties and coordinators to exercise freedom of academic deliverance, teaching methods and resource planning for the coming semesters.

6.2.11 Does the College conduct performance auditing of its various departments?

Regular monitoring of the academic and administrative departments is supervised by the Principal of the institute.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts are made by the College to enhance the professional development of teaching and non teaching staff?

The institute encourages all the faculty members and to take up research projects, grants study leaves to all the staff members for pursuing higher studies. The staff members are also given OD for attending conferences and seminars.

6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

Annual performance appraisal charts are made for evaluation of the performance.

1. Action on the absenteeism without information of employees has been taken
2. Annual increments are given as per individual performances
3. Incentive given for extra ordinary performance

6.3.3 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

1. Assistance to avail loan
2. Provision of uniforms for Class IV staff (100%)
3. Periodic social gathering of teaching and non-teaching staff (100%)
4. Providing gifts on festivals (100%)
5. First-aid facilities in the campus (70%)
6. Provision of RO water in the campus (100%)



7. Provision of study leave, medical leave and maternity/ paternity leaves (20%)

8. Conveyance for the official work (100%)

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

The interest of the eminent faculties is well taken care of and continuous discussions are held with them for understanding their requirements.

6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

It is a women's institute with a mission of women empowerment. Hence, the ratio of staff to the students and faculties is disproportional and ought to be higher female to male ratio.

6.3.6 Does the College conduct any gender sensitization programs for its staff?

There has not been any need for gender sensitization programme so far. However, workshops on the well-being of the staff members and students have been conducted.

6.3.7 What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?

NIL

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?

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 in the Board of Trustees who give advices on financial matters. Also, external audits are conducted annually.

6.4.2 Does the College have a mechanism for internal and external audit? Give details.

Yes, external audits are conducted annually and internal audits are done by the Principal every year.

6.4.3 Provide audited income and expenditure statement of academic and administrative activities of the previous four years.

Attached in annexure



6.4.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

Yes, the accounts are audited regularly and no major objections have been found so far.

6.4.5 Narrate the efforts taken by the College for resource mobilization.

The institute is planning toward the starting of short term programmes (3-6 months) to generate funds.

6.4.6 Is there any provision for the College to maintain the 'corpus fund'? If yes, give details.

Yes, as the institute is a self-financed entity. There is a provision of Corpus fund amounting to Rs. 3,26,03,808.

6.5 Internal Quality Assurance System

6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.

Academic audit was conducted by the principal of the institute and IQAC coordinator in all departments to monitor its performance.

6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?

The audit helps in monitoring the performance of the department, Pass percentage of the students, exam results, involvement in the extra-curricular activities etc. These recommendations (wherever they are made) are implemented by the respective departments. The suggestions are made related to curriculum deliverance on time and the teaching methodology.

6.5.3 Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The institute has formulated Internal Quality Assurance Cell which is constituted in under the Chairmanship of the Principal of the institute with following members.

1. One member from the Management
2. Principal - Chairperson
3. IQAC Coordinator
4. 3 Program Coordinators
5. 6 student representative – 1 from each year of UG and PG programmes
6. Two alumni
7. One/two nominees from Employers /Industrialists/stakeholders

Plan of Action and achievements



Plan of Action	Achievements
To develop student-centred curriculum	Review and development of student-centred curriculum which included hands on workshop and expert lectures on various subjects
To aid in holistic development of the students	Organised a 3-day workshop on Meditation and Well-being to help students in stress and time management Organised a lecture on Personality Development during the Orientation Programme of the students
To arrange educational visits and trainings	Various industrial and education visits were organised during the Academic year to help aid in the practical understanding of the students e.g. Visits to Crafts Museum and National Museum, Delhi Visits to Garment Manufacturing Units in NOIDA and Delhi Visits to national and international fairs held in Delhi-NCR
To install state of art facilities for teaching methods	Installation of high end soft wares and technical equipment for the Auto CAD and computer labs

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

IQAC cell regularly conducts meeting with other academic cell for ensuring the quality of the activities in the institute. The cells of the institute are:

1. Admission Cell
2. Antiragging Cell
3. Women Cell
4. Extra-curricular/ Cultural Cell
5. Grievance Cell
6. Examination Cell



7. Placement Assistance Cell

8. Alumni Cell

9. Library Cell

10. Publication Cell

Activities of IQAC:

- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/ activities leading to quality improvement;

6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes, the alumni of the institute, industry persons are the members of IQAC who give constant feedback on the activities of the institute.

6.5.6 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

IQAC has not conducted any study on the incremental academic growth of students from disadvantaged sections of society so far.

6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

1. Academic calendar are prepared for each semester

2. Curriculum Review files with details of teaching plan and lesson plan (weekly) are submitted to the Principal

3. Midterm performance reports are generated in each semester which is an important part of internal assessment.



4. Pre midterm and post midterm assignments are given and evaluated as per part of internal assessment of the students.
5. Research based graduation projects and design collections are carried out by the final year students.



CRITERIA VII: INNOVATION AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the College conduct a Green Audit of its campus?

No, Green Audit has not been conducted as yet. Though, the institute strives to follow all the regulatory requirements in terms of environmental compliance. The institute maintains a green belt around the buildings in the campus. Approximately 40% of the plot area is covered with trees, bushes, other plantations and grass lawns to ensure that the campus is eco-friendly and maintains the natural balance of the area.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

- * Energy conservation

The institute ensures the proper utilization of electrical sources as per the requirements. Heat systems and air conditioning in the campus is activated only when needed. Students are also advised to switch the electronic items if not in use. Minimal consumption of energy is the saving factor of energy conservation in the campus. All the indoor lightings are used with CFL and FTL fitting in place of traditional sources like tungsten bulbs.

- * Use of renewable energy

- * Water harvesting

- * Check dam construction

- * Efforts for Carbon neutrality

- All efforts are being made by the institute to make its campus carbon-neutral. Everyone staying on the campus is encouraged to make their practices environmentally sustainable. The Motto is Reduce, Reuse and Recycle’.
- The institute observes a non-vehicle day
- Sewage is recycled and used for gardening
- Students and staff are encouraged to recycle the paper
- All food waste from mess, hostels and kitchen along with the garden trash is taken up for composting.
- The campus has a good green cover of around 40% of the total space.

- * Plantation



Tree Plantation campaign over the years has resulted in plantation of many trees which are native and have botanical significance e.g. Gulmohar, Alstonia, Arenaria, Jackeranda, Hibiscus, Palm trees, Alovera, Mogra, Guldovari, Cycas, English Ivy, Bottle palm, Hedges, ficus palm and various seasonal flowers like rose bush, sunflower, poppy, pansy, Dahlia, Calendula etc.

* Hazardous waste management

Segregation and disposal of solid waste is done into degradable and non-biodegradable wastes on regular basis.

* E-waste management

E waste management is inculcated in the habit of the institute family. All the departments are advised to reduce E-waste by generating the actual demand and not to exceed unnecessarily.

* any other

- The institute supports and follows Swacch Bharat Abhiyan
- Ban on use of Tabacco & Tabacco products in the campus.
- It is a no smoking zone
- All the students are made aware of environmental consciousness through the inclusion of subject Environmental Studies in the foundation year which is a qualifying paper.
- Students are also encouraged to make sustainable fashion and product development by recycling of materials.

7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

- The structure of the curriculum has been designed keeping in mind skill based requirements and it is a professional course for the empowerment of women.
- Learner-centric education

Apart from the lecture method, many other student-centred methods are followed. They are: direct method, communicative language teaching, inductive and deductive methods, etc. They are supplemented by teaching techniques like brain storming, PPT etc.

- i. PowerPoint presentations through LCD Projectors
- ii. Demonstration in labs.



- iii. Exploration
- iv. Site visits for students.
- v. On site industry projects e.g. the students had gone to “Shoppers Stop” for visual merchandising for the End of the Season Sale period
- vi. Participatory approach – role playing on the part of the students
- vii. Demonstration method
- viii. E-learning through Software related to designing
- ix. Board Presentation
- x. Exhibition
- xi. Fashion Shows
- xii. Photo-shoots
- xii. Visit to industries
- xiii. Visit to various places like Jaipur, Bihar, and Ludhiana etc for craft cluster to learn the famous craft itself from the local Craft persons there.
- xiv. Internship in various industries.
- xv. Juries are also conducted for the students in which a panel of industry experts are invited to evaluate the students’ work and guide for further improvements.
- xvi. Various competitions are also conducted in college and our students are also participating in various competitions outside college.
- xvii. Market surveys are also conducted for sourcing the materials and they also learn the market trends.

7.3 Best Practices

- 7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the College.

Best Practice I

1. Title of the Practice

Craft Cluster Development Project

2. Objectives of the Practice

Craft Documentation is a process of recording, categorizing and dissemination of information, through both graphic and written mediums. The process documents and explains the significant



characteristics of a craft; the materials, process, tools and techniques involved in creating it; as well as the applications of the Traditional and Vernacular Crafts. The recording process initiates with gathering information through literature study, followed by recording through field drawings and photographic documentation, which would later take form of a document, report or plate, depending upon the number of stages involved in order to carry out a particular craft.

The Project has been established with the objective of synergizing traditional knowledge and skills with contemporary needs and trends. Today, craft cannot exist in isolation and has to interact with other discipline. Globalization, along with new markets and opportunities, has birthed new challenges related to completion, sustainability, technology and intellectual property, among others.

- To understand the critical role of the crafts community and its integral relationship to the Indian society.
- To enable students to understand the relationship between economics, culture 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 craft traditions and to uphold the dignity of its practitioners by understanding the difficulties that they face,
- 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 understand the processes of creating a craft object from start to finish,
- To equip students with the tools to extend craft traditions to wider applications through applied crafts.

3. The Context

Crafts act as a vital bridge between the past and the present. Students should be a stakeholder in the vibrant journey of the world of crafts. Handicrafts are mostly defined as "Items made by hand, often with the use of simple tools, and are generally artistic and/or traditional in nature. They are also objects of utility and objects of decoration.



The Handicrafts sector is widely spread throughout the country and offers direct employment to approximately thirteen million people. The value of craft skills are increasing in today's knowledge economy with 'handmade' offerings representing a unique proposition for superior value. Today, the world is seriously examining the place of the craft in the creative economy.

4. The Practice

The practice is unique in its addressing techniques. The students are given briefing about various crafts of India and their history and social background. After forming the base for the Project the students are given their design projects that help them develop their thought process towards the type of craft and the area that they want to research on.

The traditional repertoire of the variety of materials used, their forms, functions, techniques and cultural semantics is enormous and a rich resource which is more relevant in today's context and concern for sustainable development. Handicraft exports accounts for a sizeable proportion of the country's export basket. The growth potential of the sector both in terms of domestic and global market is substantial.

A cluster is defined as a geographic concentration (city/town/few adjacent villages and their adjoining areas) of units producing near similar products and facing common opportunities and threats. An artisan cluster is defined as geographically concentrated (mostly in villages/townships) household units producing handicraft/handloom products. In a typical cluster, such producers often belong to a traditional community, producing the long-established products for generations. Indeed, many artisan clusters are centuries old Artisan.

Clusters may be broadly divided into the following broad categories:

Industrial cluster: Having at least 100 enterprises and/or a minimum turnover of Rs.100 million. Units in these clusters are functioning from factory premises with hired workers. Such clusters have a mix of micro, small, medium, few large and at times all micro units.

Micro-enterprise clusters: Such clusters are all micro units and are mostly done by household based units by mostly utilizing home based workers. These include artisanal (handicrafts and handloom) and other micro enterprise clusters. A handloom cluster has a minimum of about 500 looms and that of handicrafts and other microenterprise clusters is estimated to have around 50 units.

The Practical approach could be briefed as:



- 1) AUDIO VIDEO – Which may include (a) b interview of the craftsmen (b) video of the locality (C) video of working of the craftsmen
- 2) Document
- 3) 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 was a success as the students who went for the craft cluster project came up with not just sensitivity towards the crafts and the people of the location they went to the craft cluster studies.

The students developed around 5 products each in the various crafts like Sikki, Leather Juttis, Stone craft, and mosaic and terracotta craft.

The students had put an exhibition, presentation and jury of the same and external experts and visitors gave feedback on the work of the students.

6. Problems Encountered and Resources Required

Problems encountered during the project:

- 1) Understanding of the local language of the craftsperson which creates problems in interactions
- 2) Understanding the culture of the area where the students went for their cluster projects. It helps them to be a part of it and engage in their community
- 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

Resources Required:

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



Clay modelling

Reader

सायान्यूज व्यूरी राष्ट्रीय हिन्दी मासिक | नई दिल्ली, मई 2016



सत्यम फैशन इंस्टीट्यूट में हुआ क्राफ्ट कलस्टर का प्रदर्शन



नोएडा सेक्टर- 62 स्थित सत्यम फैशन इंस्टीट्यूट में गत् 7 अप्रैल को लाईफ स्टाईल एसेसरिज के क्षेत्रों ने भारत के विभिन्न क्षेत्रों के क्राफ्ट का प्रदर्शन किया। जिसमें बिहार, खुर्जा, राजस्थान व पटियाला के मशहूर क्राफ्ट प्रदर्शित किए गए। सिक्की, स्टोन, टैराकोटा व क्रेमिक जैसे अन्य कई कार्यों को दर्शाया गया।
छाया : सचिन।

Press coverage of the exhibition



Products made by the students during their craft cluster documentation project

Best Practice II

1. Title of the Practice

Research Based Design Collections and Exhibitions

2. Objectives of the Practice

- To implement the design process to develop a design collection that is in sync with the fashion and design industry
- To research the forecast trends for fabrics, colours and other materials to be used for the coming fashion seasons
- To showcase design collection which are aesthetically appealing and commercially viable as per that industry requirement
- To prepare the design portfolio showing their skills and best works as per the industry standards

This practice is followed in all the courses for the final year students.

3. The Context

Every design has a balance of aesthetics and utility. These projects are taken up to develop theme based collections after study the market and forecast trends. Students interact with various



related professionals which expose them to related areas of fashion business. This helps in grooming their communication and presentation skills. The feedback obtained in this process can be utilized for enhancing their strengths and overcoming their weaknesses.

4. The Practice

This practice creates an opportunity to passing out students to understand the process of fashion show and exhibition. Students also get an opportunity interact with various related professionals like designers, manufacturers, exporters, craftsmen, celebrities which expose them to related areas of the fashion business. Such practice requires enough industry experts' support (Industry expert means renowned designers having their own labels or senior designers working in the industry.) Therefore, designers and industry persons are invited to mentor the students for guiding their collections. For this, a fashion forecasting workshop was conducted for the students to improve their research skills. They also learn hand-on techniques of fabric development and styling. The students also get exposure for the professional shoots of their collections and development of their portfolio.

Students apply their knowledge and skills acquired so far to showcase their capabilities.

The process begins with identifying areas of Interest. After this, theme are finalized by the industry mentors supported with necessary research and surveys for the category. Minimum 3 concepts are to be shown for inspiration to select for the final collection. Mood Board/Story Board for the selected inspiration are prepared (Story includes Client's profile/colour story/fabric story/market.). Mentor will approve the mood board and story board. Muslin toils are made for trials of the final garment and prototypes are made in case of product designing. Design development for the garments and products is carried out. Necessary changes as per mentor's suggestion at each stage.

5. Evidence of Success

- This practice helps students to develop in them the quality of presentation and participation.
- It aids in overall personality development of the graduating students by boosting their confidence and initiative spirit.



- It gives a platform to the students to showcase their creativity and in recent years, it fetched great appreciation from the industry persons, print, online media and social media.
- Every year, the best collections are awarded on the basis of remarks given by jury.
- The award categories are as follows:
 - 1- Best Surface Exploration
 - 2- Research Work - Explication
 - 3-Best Designer of the Year -2016
 - 4- Commercially Viable - Doable
 - 5- Best Portfolio and Muslin Toils
 - 6- Most Innovative Collection
- Other students are also given participation certificates.
- The design collections of product designing are showcased through a jury where their skills are evaluated by industry experts. Also, the students have been hired by the companies on the basis of their collections.

6. Problems Encountered and Resources Required

- Interdisciplinary and socio- economic developmental research can be added in this project to make it a commercially viable.
- This practice requires space for holding the show and exhibition which adds to a great cost to the management of the institute.
- This also involves personal meetings and discussions with the industry persons which sometimes get affected to time constraints.
- It also poses a challenge of bringing all the students at par in terms of quality and creativity.
- The institute also provides the infrastructural facilities for construction and styling, photo shoot of the garments.
- The institute also takes care of the transportation for the students, staff and their collection at the venue of the show or exhibition.
- Apart from industry mentors, our dedicated faculty members also devote considerable time for mentoring the students, managing all the activities to make it successful.



7. Notes



Mentoring of the students by industry experts



Presentation of the collections



Students presenting collection in external jury



Students presenting and explaining research work to jury members



Final collection on the ramp at NCUI auditorium, New Delhi



Students awarded by the industry persons and designer for their final collection



Evaluative Report of the Department

1. Name of the Department & its year of establishment
BACHELOR IN DESIGN, 2010
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
UG (B. DES)
3. Interdisciplinary courses and departments involved
NIL
4. Annual/ semester/choice based credit system
SEMESTER
5. Participation of the department in the courses offered by other departments
NIL
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professor	--	--
Associate Professors	--	--
Asst. Professors	09	11

7. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided in the last 4 years
Dr. Swarnima Singh	M. Sc. Ph. D	Asst. Prof	Clothing & Textile	12	NA
Dr. Sakshi Shail	M. Sc. Ph. D	Asst. Prof	Clothing & Textile	2.9	NA
Ms. Neetu Malhotra	M. Sc.	Asst. Prof	Fashion Design	16	NA



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided in the last 4 years
Ms. Vandana Jaglan	M.Sc. NET	Asst. Prof	Clothing & Textile Consultancy Mgmt	10	NA
Ms. Shaifali Soam	MA	Asst. Prof	Fashion Management	5.6	NA
Ms. Madhupriya Jha	M. Sc.	Asst. Prof	Leather	5	NA
Ms. Aditi Dhama	M.Sc. NET	Asst. Prof	Fabric & Apparel Science	3	NA
Ms. Madhavi Sharma	MBA	Asst. Prof	Finance & Marketing	2.7	NA
Ms. Purnima Sawan	MFA	Asst. Prof	Sculpture	4	NA
Mr. Ujjwal Ankur	MA	Asst. Prof	History of Art & Art Education	Less than 1	NA
Mr. Dev Dutt Dharan	MFA	Asst. Prof	Sculpture	Less than 1	NA
Mr. Manoj Kaushik	MPED	Asst. Prof	Volley Ball	4	NA

8. Percentage of classes taken by temporary faculty – programme-wise information

15%

9. Programme-wise Student Teacher Ratio

18:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled

Administrative Staff = 8

Academic Support Staff = 2



11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

A Handloom Fashion show organised by the institute to promote handlooms of India at Delhi Haat which was sponsored by DC (Handlooms), Ministry of Textiles.

Total Grants Received: 1

Amount funded: 5 lakh

12. Departmental projects funded by DST-FIST; DBT, ICSSR, total grants received

Workshop on garment development for the Handloom fashion show 'Kriti 2013' sponsored by DC (Handlooms)

13. Research facility / centre with

- state recognition – NIL
- national recognition – NIL
- international recognition – NIL

14. Publications:

Number of papers published in peer reviewed journals (national / international)

- Singh Swarnima "A study of the effect of concentration of the dye materials on colour fastness to washing and sunlight", Anusandhan, Dec2009, Vol.XIno.21, pp 79-81.
- Singh Swarnima "A study of fashion adoption and sources of information about dresses and fashion trend", Anusandhan, Dec2009, Vol.XIno.21, pp 83-86.
- Shail Sakshi "Effect of enzymatic pretreatment and selected specialty chemicals on wool printing", International Dyer, 2011, 196(1) pp 11-13.
- Shail Sakshi "Effect of certain chemicals as pre-treatment on printing and dyeing performance of wool fabric", Textile Trends, July2013, Vol. LVI (7), pp 43-46.
- Shail Sakshi "Study on optimization of different dyeing variables for dyeing of wool with Natural Dye: Lac", Textile Trends.



- Jaglan, Vandana. Dr. Suri, Mona. 2006, “Quantification of Cellulosic Fibre blends – An Innovative Approach” Book of papers National Textile Seminar, The Textile Association (India) Delhi. pp 34-43
- Jaglan Vandana, Dr. Sharda Nidhi. 2011. “Costume Design in Indian Hindi Films”. Fashion Colloquia Vol. I. University of Arts, London Online Repository

- Publication type - NIL
 - Monographs - NIL
 - Editing Books - NIL
 - Chapter(s) in Books - NIL
 - Books with ISBN numbers with details of publishers - NIL
 - Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) - NIL
 - Citation Index - NIL
 - range / average - NIL
 - SNIP - NIL
 - SJR - NIL
 - Impact factor – range / average - NIL
 - h-index - NIL

15. Details of patents and income generated

NIL

16. Areas of consultancy and income generated

- Facilitation of Shoppers stop internal staff training in college premise.
- SFI was knowledge partner of Indian beauty pageant Clarion’s Miss Indian Diva organized by Clarion’s entertainment and Volvo.
- Youth event- Miss North India 2015 has been conducted by Amar Ujala in college premises.
- Students worked on an assignment in shoppers stop to display in end of season sale.

17. Faculty recharging strategies



At the time of joining faculty orientation program is done to make them understanding the process of academic supervision, curriculum delivery and evaluation.

Assistance given to the faculty member for attending seminar and conference.

Paper Presentation

- Paper presentation on the Study of Gandhara Buddha and Bodhisattva figures from the State Museum Lucknow in the Annual Conference: CIDOC 2015 - The International Committee for Documentation of ICOM. By Mr. Ujjwal Ankur (Publication is in pipeline).
- Paper presentation on the Study of the Collection of Gandhara Art from the State Museum Lucknow in the International Workshop on Making of Museum Collections, with special reference to Gandhara, organized by Ludwig Maximilian University, Munich, Germany: 2015. By Mr. Ujjwal Ankur
- Paper presentation on 'The Interplay of Fashion and Culture: The Role of Designers in Bollywood Films Since 1950' in the International Conference on Fashion and Textiles organised by National Institute of Fashion Technology (NIFT), Jodhpur held on 12th -13th March, 2015. By Ms. Vandana Jaglan

18. Student projects

- percentage of students who have done in-house projects including inter-departmental 100% (Development of design projects and collection).
- percentage of students doing projects in collaboration with industries / institutes 100% (Internship and Graduation Project).

19. Awards / recognitions received at the national and international level by

- Faculty – NONE
- Doctoral / post doctoral fellows – NONE
- Students – Nikita Zutshi student of B.des (Sem 8) won cash prize of 10,000 in Vogue honors (2014).
2 Students – Priyanka and Kanika Kumari of B.des (Sem 2) selected in Prarambah – India's first students Art Festival (2015).



20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

NONE

21. Student profile course-wise:

Name of the Course (refer question no. 2)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
B.DES (2013-2014)	100	48		100	
B.DES (2014-2015)	70	42		100	
B.DES (2015-2016)	80	72		100	

22. Diversity of students (2015-2016)

Name of the Course (refer question no. 2)	% of students from the State	% of students from other States	% of students from other countries
B.DES	65.33	34.66	NIL

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NIL

24. Student progression

Student progression	Percentage against enrolled
UG to PG	NONE
PG to M.Phil.	NONE
PG to Ph.D.	NONE
Ph.D. to Post-Doctoral	NONE
Employed	
• Campus selection	2013-2014 : 15 2014-2015 : 01 2015-2016 : 11
• Other than campus recruitment	2013-2014 : 30 2014-2015 : 40 2015-2016 : 26



Student progression	Percentage against enrolled
Entrepreneurs	3

25. Diversity of staff

Percentage of faculty who are graduates	
of the same parent university	--
from other universities within the State	10
from other universities from other States	90

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

NIL

27. Present details about infrastructural facilities

- a) Library:** The College library is spacious with seating capacity for about forty readers. Being well-stocked with a collection of over text books (561), reference books (490), encyclopedia (09) and journals (66) on different subjects. latest publications in the fields of fashion designing, textile designing and lifestyle accessories are continuously added to the collection to equip students with a wide range of academic material. The library has an e-mail facility and an online search service. The Library subscribes journals of national and international repute. The prominent Journals being subscribed by the Library are: Colourage, Indian textile journal, Fiber to fashion, knitting, FFT, Apparel online etc. All prominent national dailies in Hindi and English languages are also subscribed in the library. Magazines like women's era vogue, Femina, etc. are also subscribed in the library.
- b) Internet facilities for staff and students:** The College provides 24 hours Wi-Fi facility to the entire campus to facilitate internet accessibility that can be used by the employees and students.
- c) Total number of class rooms: 05**
- d) Class rooms with ICT facility:** The College has centrally air-conditioned classrooms with portable ICT facilities which can be accessed any time by the faculty members on



demand.

e) **Students' laboratories:** All 6 laboratories equipped with apparatus and instruments required for practical classes.

f) **Research laboratories:** NIL

28. Number of students of the department getting financial assistance from College.

Scholarships and Financial Support (Overall)

Academic Year	Number of students
2013-14	11
2014-15	16
2015-16	23

29. Was any need assessment exercise undertaken before the development of new program(s)?
If so, give the methodology.

No, the course curriculum is designed by the parent university (SNDT, BOMBAY).

30. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

Yes, to improve and modify the curriculum. From time to time additional subjects are added to curriculum after taking suggestion from the faculties.

b. students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Student's feedback has been taken at the time of delivery of curriculum and then changes have been done if required.

c. alumni and employers on the programmes and what is the response of the department to the same?

The Alumni of the college are working in diverse fields. Regular interaction is held with the alumni for suggestions and feedback for the betterment of the institute.

31. List the distinguished alumni of the department (maximum 10)

- Akansha Gupta
- Swati Kumar



- Riya Gupta
- Anisha Anand
- Arpika Aggarwal
- Nikita Zutshi
- Devanshi Arora
- Asheena Grover
- Ruchi Verma
- Shreya Mehta
- Prakshi Dawar

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Time to time department organized special lectures/ workshops/ seminar for Students enrichment. Workshops in Weaving Technology, Sewing Techniques, Surface Ornamentation, Computer aided Designing, Fashion Forecasting, Jewellery Designing and Fashion Photography have been held regularly every year with the resource persons specialized in their respective fields.

33. List the teaching methods adopted by the faculty for different programmes.

- The department concentrates on a student centric teaching – learning procedure with the proper application of ICT and modern pedagogy.
- Remedial classes for the weaker students have created a positive impact on the overall performance of the students.
- Use of mixed methodology for the students like brain storming, negative brain storming, mind mapping and hands-on tutorials.
- Class tests are regularly held to monitor the progress of the students. The department also maintains contact with the guardians to keep them aware of the progress of their wards.
- The students are encouraged to access the library for books and journals.
- Educational visits are arranged to interact with the industry professionals.
- Lecture Method, Assignment Method, Group Discussions, Computer Assisted Instruction, Smart Class and Use of ICT & Library Method.



- E-Resources and reading material are provided to the students

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Regular evaluation of the teaching learning outcomes is done through monthly review meeting which is scheduled with Principal and department Head of the institute.

35. Highlight the participation of students and faculty in extension activities.

NIL

36. Give details of “beyond syllabus scholarly activities” of the department.

- Working with craft cluster to create products that have good market value.
- Assisting in Event Management during Fashion Events.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

NIL

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strength	Opportunities
1. The institute has a good personal campus and in-house hostel facilities with all amenities.	1. The level of academic excellence which the College has acquired makes it possible for our students to get entry into industries of global repute. The College has to devise mechanism for translating this potential into a reality.
2. A student centric teaching-learning method including the application of ICT.	2. The college has strong alumni network which could help in establishment of fruitful relationship with industries.
3. The teachers are competent in making a full utilization of modern teaching tools.	3. Student and faculty exchange programmes can be arranged with other institutes.
4. A library enriched with ample of books and journals which helps the students a lot in	4. The faculty regularly motivates and helps the students to use Library; they also assist



their studies.	students creative writing. Teachers also adopt mentorship roles and motivate them towards excellent performance.
5. Eminent professional experts from other institutes and organizations are invited for delivering lectures with interactive sessions.	5. The new learning age requires greater proficiency in soft skills among students. The College has the necessary technical and infrastructural resources to take this to a higher level.

Weakness	Challenges
1 Despite of being strong in infrastructure we do not have amenities like auditorium to hold industry events	1 To increase the number of industry oriented visits for the students and faculties
2. Less no of policies which may certainly help in promoting faculty development	2. To keep up with the ever evolving industry trends and to educate our students to stand upright with the industry.
3. Orientation to computer related project is less.	3. To provide job opportunities to the degree holders in today's competitive environment
4 WIFI connectivity needs functional improvement	4. To provide hostel facilities to all the needy students
5 The socio-economic background of many of the students leads to an unsatisfactory level of comprehension and communication.	5. To start development programs for the faculty members.

2. Future plans of the department.

- Publish one design based Research journals with ISBN number to encourage design ideas globally
- Videography of the best practices in design education
- Starting of the Incubator by linking academia and industry
- Recycling of paper and development of sustainable products
- Conducting an environmental audit for the institute
- Giving students experience of small research projects.
- Working with the Community: NGOs, Apparel Industry.



Evaluative Report of the Department

1. Name of the Department & its year of establishment
DIPLOMA IN DESIGN, 2007
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
PG (DIPLOMA IN FASHION DESIGNING)
3. Interdisciplinary courses and departments involved
NIL
4. Annual/ semester/choice based credit system
SEMESTER
5. Participation of the department in the courses offered by other departments
NIL
6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professor	--	--
Associate Professors	--	--
Asst. Professors	09	11

7. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided in the last 4 years
Dr. Swarnima Singh	M. Sc. Ph. D	Asst. Prof	Clothing & Textile	12	NA
Dr. Sakshi Shail	M. Sc. Ph. D	Asst. Prof	Clothing & Textile	2.9	NA
Ms. Neetu Malhotra	M. Sc.	Asst. Prof	Fashion Design	16	NA



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. students guided in the last 4 years
Ms. Vandana Jaglan	M.Sc. NET	Asst. Prof	Clothing & Textile Consultancy Mgmt	10	NA
Ms. Shaifali Soam	MA	Asst. Prof	Fashion Management	5.6	NA
Ms. Madhupriya Jha	M. Sc.	Asst. Prof	Leather	5	NA
Ms. Aditi Dhama	M.Sc. NET	Asst. Prof	Fabric & Apparel Science	3	NA
Ms. Madhavi Sharma	MBA	Asst. Prof	Finance & Marketing	2.7	NA
Ms. Purnima Sawan	MFA	Asst. Prof	Sculpture	4	NA
Mr. Ujjwal Ankur	MA	Asst. Prof	History of Art & Art Education	Less than 1	NA
Mr. Dev Dutt Dharan	MFA	Asst. Prof	Sculpture	Less than 1	NA
Mr. Manoj Kaushik	MPED	Asst. Prof	Volley Ball	4	NA

8. Percentage of classes taken by temporary faculty – programme-wise information
10%

9. Programme-wise Student Teacher Ratio
3:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled
Administrative Staff = 8
Academic Support Staff = 2



11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

A Handloom Fashion show organised by the institute to promote handlooms of India at Delhi Haat which was sponsored by DC (Handlooms), Ministry of Textiles.

Total Grants Received: 1

Amount funded: 5 lakh

12. Departmental projects funded by DST-FIST; DBT, ICSSR, total grants received
Workshop on garment development for the Handloom fashion show 'Kriti 2013' sponsored by DC (Handlooms)

13. Research facility / centre with

- state recognition-NONE
- national recognition-NONE
- international recognition-NONE

14. Publications:

Number of papers published in peer reviewed journals (national / international)

- Singh Swarnima "A study of the effect of concentration of the dye materials on colour fastness to washing and sunlight", Anusandhan, Dec2009, Vol.XIno.21, pp 79-81.
- Singh Swarnima "A study of fashion adoption and sources of information about dresses and fashion trend", Anusandhan, Dec2009, Vol.XIno.21,pp 83-86.
- Shail Sakshi "Effect of enzymatic pretreatment and selected specialty chemicals on wool printing", International Dyer, 2011, 196(1) pp 11-13.
- Shail Sakshi "Effect of certain chemicals as pre-treatment on printing and dyeing performance of wool fabric", Textile Trends, July2013, Vol. LVI (7), pp 43-46.
- Shail Sakshi "Study on optimization of different dyeing variables for dyeing of wool with Natural Dye: Lac", Textile Trends.
- Jaglan, Vandana. Dr. Suri, Mona. 2006, "Quantification of Cellulosic Fibre blends – An Innovative Approach" Book of papers National Textile Seminar, The Textile Association (India) Delhi. pp 34-43



- Jaglan Vandana, Dr. Sharda Nidhi. 2011. “Costume Design in Indian Hindi Films”. Fashion Colloquia Vol. I. University of Arts, London Online Repository

* Monographs

NIL

* Chapter(s) in Books

NIL

* Editing Books

NIL

* Books with ISBN numbers with details of publishers

* NIL

* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

NIL

* Citation Index – range / average

* NIL

* SNIP

NIL

* SJR

NIL

* Impact factor – range / average

NIL

* h-index

NIL

15. Details of patents and income generated

NIL

16. Areas of consultancy and income generated

- Facilitation of Shoppers stop internal staff training in college premise.
- SFI was knowledge partner of Indian beauty pageant Clarion’s Miss Indian Diva organized by Clarion’s entertainment and Volvo.



- Youth event- Miss North India 2015 has been conducted by Amar ujala in college premises.

17. Faculty recharging strategies

At the time of joining faculty orientation program is done to make them understanding the process of academic supervision, curriculum delivery and evaluation.

Paper Presentation

- Paper presentation on the Study of Gandhara Buddha and Bodhisattva figures from the State Museum Lucknow in the Annual Conference: CIDOC 2015 - The International Committee for Documentation of ICOM. By Mr. Ujjwal Ankur (Publication is in pipeline).
- Paper presentation on the Study of the Collection of Gandhara Art from the State Museum Lucknow in the International Workshop on Making of Museum Collections, with special reference to Gandhara, organized by Ludwig Maximilian University, Munich, Germany: 2015. By Mr. Ujjwal Ankur
- Paper presentation on 'The Interplay of Fashion and Culture: The Role of Designers in Bollywood Films Since 1950' in the International Conference on Fashion and Textiles organised by National Institute of Fashion Technology (NIFT), Jodhpur held on 12th -13th March, 2015. By Ms. Vandana Jaglan

18. Student projects

- percentage of students who have done in-house projects including inter-departmental 100% (Development of design projects and collection)
- percentage of students doing projects in collaboration with industries / institutes 100% (Internship and Graduation Project)

19. Awards / recognitions received at the national and international level by

- Faculty
NIL
- Doctoral / post doctoral fellows
NIL:
- Students



NIL

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

NIL

21. Student profile course-wise:

Name of the Course (refer question no. 2)	Academic year	Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
PGFD (Diploma in Fashion Designing)	2013-14	21	--	14	--	100
	2014-15	10	--	6	--	100
	2015-16	28	--	22	--	100
PGAMM (Diploma in apparel manufacturing and merchandising)	2013-14	11	--	03	--	100
	2014-15	6	--	2	--	100

22. Diversity of students (2015-2016)

Name of the Course (refer question no. 2)	% of students from the State	% of students from other States	% of students from other countries
PGFD	68	32	NIL

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NIL

24. Student progression

Student progression	Percentage against enrolled
PG to M.Phil.	NONE
PG to Ph.D.	NONE
Ph.D. to Post-Doctoral	NONE
Employed • Campus selection	2013-2014 : 15 2014-2015 : 01



Student progression	Percentage against enrolled
• Other than campus recruitment	2015-2016 : 11
	2013-2014 : 30
	2014-2015 : 40
	2015-2016 : 26
Entrepreneurs	3

25. Diversity of staff

Percentage of faculty who are graduates	
of the same parent university	--
from other universities within the State	10
from other universities from other States	90

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

NIL

27. Present details about infrastructural facilities

- g) Library:** The College library is spacious with seating capacity for about forty readers. Being well-stocked with a collection of over text books (561), reference books (490), encyclopedia (09) and journals (66) on different subjects. Latest publications in the fields of fashion designing, textile designing and lifestyle accessories are continuously added to the collection to equip students with a wide range of academic material. The library has an e-mail facility and an online search service. The Library subscribes journals of national and international repute. The prominent Journals being subscribed by the Library are: Colourage, Indian textile journal, Fiber to fashion, knitting, FFT, Apparel online etc. All prominent national dailies in Hindi and English languages are also subscribed in the library. Magazines like women's era vogue, Femina, etc. are also subscribed in the library.
- h) Internet facilities for staff and students:** The College provides 24 hours Wi-Fi facility to the entire campus to facilitate internet accessibility that can be used by the employees and students.



i) Total number of class rooms:

05

j) Class rooms with ICT facility: All class rooms with portable ICT facilities can be accessed any time by the faculty members on demand.

k) Students' laboratories: All 5 laboratories equipped with apparatus and instruments required for practical classes.

l) Research laboratories:

NIL

28. Number of students of the department getting financial assistance from College.

Scholarships and Financial Support (Over all)

Academic Year	Number of students
2013-14	11
2014-15	16
2015-16	23

29. Was any need assessment exercise undertaken before the development of new program(s)?

If so, give the methodology.

No, the course curriculum is designed by the parent university.

30. Does the department obtain feedback from

d. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize it?

From time to time additional subjects are added to curriculum after taking suggestion from the faculties.

e. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

Student's feedback has been taken at the time of delivery of curriculum and then changes have been done if required.

f. Alumni and employers on the programmes and what is the response of the department to the same?



The Alumni of the college are working in diverse fields. Regular interaction is held with the alumni for suggestions and feedback for the betterment of the institute.

31. List the distinguished alumni of the department (maximum 10)

1. Deepika Rao
2. Rajshri Singh
3. Shikha Rajput
4. Palak Bishnoi
5. Guddi Deb
6. Momita Dey
7. Vijay Lakshmi
8. Farah Rauf
9. Srishti Srivastava
10. Vinal Gujar

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Time to time department organized special lectures/ workshops/ seminar for Students enrichment. Workshops in Weaving Technology, Fashion Forecasting, Usha sewing machine, Sewing Techniques, Surface Ornamentation, Jewelry Designing, Computer aided Designing and Fashion Photography has been held regularly every year with the resource persons specialized in their respective fields.

33. List the teaching methods adopted by the faculty for different programmes.

- Class-room presentations
- Use of ICT technology for presentation
- Tutorial test and presentations
- Practical demonstration of skills
- Innovating techniques of brain mapping
- Workshop
- Industry visit

34. How does the department ensure that programme objectives are constantly met and learning



outcomes monitored?

Monthly reviewed meeting is scheduled with Principal and department Head of the institute.

35. Highlight the participation of students and faculty in extension activities.

NIL

36. Give details of “beyond syllabus scholarly activities” of the department.

Students assist the Event Management during Fashion Events.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

NIL

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strength	Opportunities
1. A student centric teaching-learning method including the application of ICT.	1. As the college has a high reputation it has immense opportunities for excellence. It can make good use of the infrastructural facilities, highly capable faculty members, and ever enthusiastic students
2. Diploma program is an advanced course to cater to the industry.	2. Scope for collaboration with professional industries.
3. Personalized attention given to the students.	3. Student and faculty exchange programmes can be arranged with other institutes.
4. Highly favourable teacher student ratio. Individual caring has been maintained always	4. The post-graduates have good opportunities in the various fields of employment so they can perform better than the other students.
5. Students are trained and groomed to develop academic capabilities by special program and activities.	5. Scope for introduction of various certificate courses in textile and interior designing.



Weakness	Challenges
1 It is still needed to be added to minor and major dissertation projects in curriculum after as per the approval given by the university.	1. To increase the enrolment of students.
2 Students in diploma course come from varied background that's why this is difficult to take them to a set level.	2. To motivate the students and make them more class-oriented
3 Orientation to computer related project is less.	3. It also realizes that the students of the current generation demand very special and focused mentoring as they come from increasingly diverse background. Their academic and social interests vary considerably and there is a need to cater to their demands in a sensitive and sustained manner.
4. It also feels that students of the Department suffer from lack of choices as more departments are needed to offer choices to them.	4. The stresses of the contemporary social lives requires the Department to engage with its students in an environment of trust and friendship, away from coercive making of their self, teaching them self-discipline, as teaching-learning can only happen where the mind is free from fear, insecurities and stress arising out of current social existence
5. The demand ratio for the PG program is less than the required.	5. To enhance the communication skill of the students.

39. Future plans of the department.

- Publish one design based Research journals with ISBN number to encourage design ideas globally



- Videography of the best practices in design education
- Starting of the Incubator by linking academia and industry
- Recycling of paper and development of sustainable products
- Conducting an environmental audit for the institute
- Giving students experience of small research projects.
- Working with the Community: NGOs, Apparel Industry.