



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY**

**SNDT WOMENS UNIVERSITY, 1, NATHIBAI THACKERSEY ROAD , NEW
MARINE LINES, MUMBAI**

400020

www.sndt.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SNDT Women's University was established in 1916 by social reformer Maharshi Dr. Dhondo Keshav Karve, and is a pioneering institution dedicated to the empowerment of women through education. The history of this university is intertwined with the history of social reform to promote women's education itself. With the goal of imparting high-quality higher education, the institution creates a dynamic learning environment that promotes academic excellence, research, and social responsibility among learners.

From its modest beginning with five women students graduated in 1921, this institution has developed into a multidisciplinary university. This has become a preferred institution for women students that offers both traditional and modern subjects.

The teachers provide a conducive learning environment through a wide range of experiences to its students from diverse backgrounds to meet its motto 'Sanskrita Stree Parashkti' which means 'An Enlightened Woman is a Source of Infinite Strength'. SNDTWU is unique in terms of having a National jurisdiction and is spread over seven states which is home to 69815 students across the country.

The University has four faculties namely; Humanities, Commerce & Management, Science and Technology and Interdisciplinary Studies. There are 73 programmes and Ph.D. is offered in 32 subjects by different departments and institutes located at Churchgate, Juhu, Pune campuses. The two upcoming campuses at Chandrapur and Palghar are focusing on skill development and reaching out to rural and tribal women.

SNDT Women's University encourages faculty and students to engage in research projects fostering a culture of inquiry and intellectual growth. The incubation centre of SNDTWU 'Women-Innovation Start-up Entrepreneurship (WISE) nurtures innovative ideas and expands the landscape of research and innovation. The university achieves the goal of holistic development of students through various extracurricular and co-curricular activities, including cultural events, sports, and community service initiatives. SNDTWU is perceptive and proactive in responding to various changes. The university implemented NEP-2020 for all PG programmes in 2023-24 and for UG programmes in 2024-25. The initiatives like establishment of Centre for Holistic Education, Training and Novel Advancements (CHETNA), which offers short term value added courses and Bharatiya Gyan, Sanskrit evan Yog Kendra (BHGASY) for providing courses related to IKS are instrumental in implementing NEP-2020 successfully.

In addressing the needs of diverse learners, the university has developed support systems, counselling and career guidance, ensuring an inclusive and supportive educational experience. The equity, social responsibility, inclusivity and sustainability are reflected in its policies and practices.

Vision

A unique institution for women empowerment through higher education

Mission

Empowering women through quality education, fostering intellectual growth, nurturing social responsibility, and promoting gender equality and justice.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

SNDTWU fosters women's empowerment through inclusive professional and vocational programs rooted to Indian traditions. In its pursuit of academic excellence, SNDTWU regularly introduces latest skill based courses in multiple languages, continually updates curriculum, teaching- learning pedagogy and evaluation methods implementing NEP 2020 following multidisciplinary approach across all the programs. Student research and internships form core component of all its postgraduate programs. It fosters experiential learning through cutting edge pedagogical tools. These efforts equip women students with the life skills to meet professional challenges and achievement of national goals.

The university is distinguished by qualified faculty, who are dedicated to advocacy, policy conceptualization and building awareness for women's advancement. As a pioneer in women's studies it has played pivotal role in efforts to mainstream women's issues. Its departments like - special education, social work and nursing have contributed to building sensitive communities. SNDTWU inculcates responsible citizenry through community outreach, environmental sustainability initiatives and celebration of diversity.

Institutional Weakness

The marginalized status of women, coupled with their multiple social roles, limits both their enrolment and retention in academic programmes especially in Ph.D. programme. Absence of pure science programs creates a constraint on students' admission, research output in terms of patents, publication of papers in journals considered to be of good quality, and overall public perception. International student exchange, exposure for faculty and collaboration suffers due to state of the art accommodation facilities. A number of vacant teaching and non-teaching aided positions impact the university's operational efficiency. The dispersion of campuses and location of affiliated colleges all over country complicates administrative coordination.

Institutional Opportunity

SNDTWU is strategically positioned to extend its impact through the introduction of latest science and technology programmes. Promotion of vocational and skill-oriented programs will enhance the university's reach for skilling rural/tribal women. The NEP presents unique opportunities for collaboration, entrepreneurial and interning initiatives, and partnerships with government and industry. Foreign language proficiency, international collaboration for capacity building and research may be undertaken for creating job opportunities in India and abroad. The establishment of satellite centres in India and abroad would expand the reach of the University from local to global.

Institutional Challenge

Resource mobilization from governmental and non-governmental sources remains a key challenge. Faculty shortages and the maintenance of more than 100 years old infrastructure hinder the university's ability to implement new programmes and achieve full potential. Industry indifference for collaboration and relatively weak alumnae engagement pose challenge in establishing networks.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SNDT Women's University is dedicated to empower women through higher education that includes knowledge, attitude and a strong value system. Over the past five years, various curricula have been designed and implemented across various programs that are aligned with local, national, regional, and global developmental needs. The university currently offers 73 programs through 45 departments/institutes that are classified into four faculties.

In response to the changing educational demands, SNDTWU has undertaken comprehensive curriculum reforms. While adopting a multidisciplinary approach, it continued with the existing Choice Based Credit System (CBCS) in some programmes and adopted new programmes wherever needed. The Learning Outcomes Curriculum Framework (LOCF) has been followed for all UG and PG programmes. This articulates Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) reflected in the syllabi.

The courses in various programmes have been designed with focus on skill development, employability, and entrepreneurship. In addition to this, 56 value added courses have been offered to students during the last five years. The cross cutting issues like professional ethics, gender, human values, environmental sustainability are reflected in the courses of different programmes.

The internship and research components are integral parts in all PG and few UG programmes that contribute in the development of various required skills and job readiness. The exposure to various government and non-government organizations widens learners' understanding of the work environment and enhances their adaptability.

Teaching-learning and Evaluation

The university adheres to all government schemes/regulations, including reservation policy of Government of Maharashtra, aimed at promoting inclusive and holistic growth of the students. Admissions to various programmes are made transparent using online platforms.

To enhance students' learning, SNDTWU employs learner centric cooperative and collaborative pedagogies; like field visits, seminars, quizzes, debates, group discussions, etc. Faculty members are trained for using various ICT tools for teaching, learning and assessment. For this purpose various online platforms are used by teachers like Moodle, Canvas, Edmodo, and Google Classroom. The mentor-mentee system plays a crucial role in addressing various academic and emotional issues faced by students.

Sixty three percent of full-time faculty of the university are recruited against the sanctioned positions. The part time/ contractual teachers are appointed on vacant positions every year for the smooth academic functioning of the university, and over 81.61% hold doctorate degrees.

Student life cycle from admission to result is automated to bring transparency and efficiency in the system. After the admission every student is tracked through E-savidha on the portal for pre and post exams activities. The university has integrated technology into its examination procedures. The pilot project for on-screen evaluation is successfully carried out that will be further expanded to the entire university. The average pass percentage in the last five years is 94.6%.

Research, Innovations and Extension

Research in any field of knowledge contributes to enhance the quality of academics for which the university has put in consistent efforts. During the assessment period 233 students were awarded Ph.D. degree. The university's efforts to build encouraging research environment has resulted in significant funding amounting to Rs 60 lakh in the last five years under the RUSA, ICSSR, UGC, DST, SUUTI and from private organizations. The RUSA funds of Rs. 1 Crore and 55 lakh are utilized to develop research labs and infrastructure in the Department of Food Science and Nutrition and C U Shah College of Pharmacy.

As a result of pursuit of high quality research in the university, during the assessment period faculty members allocated Rs. 2087 lakh of funding from government, non-government, seed money etc . The faculty members completed research 354 projects in the past five years. They have received nine patents, published 414 research papers/articles, authored 955 books and chapters, and received 60 awards and recognitions.

The University has hosted workshops and seminars focused on research methodology, intellectual property rights, skill development, and entrepreneurship. Furthermore, it has conducted various awareness campaigns for health, education and social issues through extension and outreach programs, with more than 75% of students actively participating in the same. To enhance collaboration, a total of 60 MoUs have been signed with national and international organizations, institutions, industries, and NGOs.

WISE, the university incubation centre, recognizes the values of incubation in nurturing start-ups, offering workspace, seed funding, mentorship, and access to a robust network of industry partners.

Infrastructure and Learning Resources

The University offers adequate infrastructure facilities for students' academic and holistic development. Libraries have adequate collections of books, journals, databases, e-books etc. in English and regional languages.

Bharat Ratna Maharshi Karve Knowledge Resource Centre (KRC) has JAWS software to support visually impaired students, reflecting inclusivity. The transition from SLIM to KOHA, an open-source library automation software, marks a significant step towards enhancing efficiency to navigate the collection with ease. The theses, dissertations, archival material and other resources are digitized that ensure the easy accessibility and dissemination of knowledge. The KRC has a collection of more than four lakh printed books and more than 270 journals, 2 million e-books and 50000 e-journals and 65 databases. Percentage of total university expenditure (Excluding Salary) on library resources is 8.5 % during the assessment period.

Located in metropolitan cities with limited space, the University campuses have optimized its infrastructure without compromising the quality. The university has 148 classrooms, 88 laboratories, and 9 seminar halls equipped with ICT facilities. Three large auditoriums, the smaller seminar halls and open spaces are used for

organizing events. Hostel facilities are available with capacities of 200 students at Churchgate, 360 at Juhu, and 140 at Pune.

Student Support and Progression

The University puts in efforts through various activities for the personality development of its students. These activities provide them with the opportunities to explore their potential. Regular workshops and seminars on career development, resume building, interview preparation, networking, industry trends, soft skills and technical skills relevant to students' area of study. The University's Competitive Exam Cell organises coaching sessions for major competitive exams for admissions and other government/non-government services.

The Department of Student Development (DSD) facilitates the overall development of students through various activities. It coordinates with affiliated colleges and conducts various activities aimed at nurturing talent, creativity, and leadership skills. Numerous awareness campaigns were launched, educating the student community about COVID-19 preventive measures and the importance of personal safety. Online counselling sessions conducted by the experts and students from the psychology department helped the students in managing their stress, isolation, and inactivity.

The University has organized various sports/cultural events/competitions for students during the last five years. The students have won 206 awards/medals for their performance in sports/cultural activities during the period. Total 66.48% students are benefited by free-ship, scholarship sponsored by government and non-government organisations. The Alumni association is registered and alumnae contribute through donations, guest lectures, counselling sessions, guidance etc.

Governance, Leadership and Management

The SNTDWU is a state university governed by Maharashtra State University Act-2016, its statutes and ordinances. University has established a transparent organizational structure to function in consonance with its mission and vision. The academic and administrative leadership of the University includes the Chancellor, Vice-Chancellor, Pro- Vice chancellor, Deans of Faculties, Registrar, Director Board of Examinations and Evaluation and Finance officer. The Directors, Sports and Physical Education and Students Development, shoulder the responsibility of co-curricular activities. Directors, Lifelong Learning and Extension and Innovation, Incubation and Linkages are committed to organize community outreach programmes.

Statutory and other officers have regular meetings with the Vice-Chancellor to discuss, review and plan the administrative strategies. Deans of faculties conduct faculty meetings and guide BOS on academic matters. A well-structured grievance redressal mechanism in the form of Students Grievance Cell, Internal Complaints Committee, Special Cell, etc. are functional in providing fair treatment to all.

The Perspective Plan is prepared for five years to decide about the locations of affiliated colleges in the state. The strategic plan is prepared to increase access and improve the quality of education through interdisciplinary and transdisciplinary programmes, and innovative teaching learning pedagogy.

WISE recognizes the values of incubation in nurturing start-ups, offering workspace, seed funding, mentorship,

and access to a robust network of industry partners.

For smooth functioning of the administrative, academic and research activities of the university, the policies for recruitment, promotion and self-appraisal of teaching and non- teaching staff are in place.

Institutional Values and Best Practices

Empowering women through inclusive education has been the guiding spirit of the University since its inception. The Arushi is a Learning Centre for special children and provides service to the community for families who have special children. A nurturing and safe space for learning is provided to 25 special children for their optimum development. Nursery, an experimental school on the campus and varied community outreach programmes create a vibrant learning environment to help them become refined human beings.

The curricula explore various dimensions of identity to foster critical thinking on gender beyond the binary. Research Centre for Women's Studies (RCWS), is the pioneering centre in India and plays a crucial role in fostering gender sensitivity among people.

Environmental sustainability is addressed through the university's activities of installing vermicomposting plants, segregation of non-biodegradable waste, e-waste, Hazardous chemicals and radioactive waste etc. The university is collaborating with Envoclean for disposal of bio-waste, Econnect knowledge foundation, RUR greenlife private ltd, and bachat gats for vermicomposting. These activities are conducted to create awareness about the environment.

Green initiatives in administrative practices include green notice boards, registrations for events through QR codes, electronic notice boards, ban on plastic water bottles in meetings and paperless administration. More than 50% of the ground surface of all three campuses is kept concrete free to increase ground water level. The campuses have gardens for kitchen, medicinal plants and miyawaki. Solar power system is installed in Juhu and Pune campuses which helps in reducing conventional energy use of the university.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY
Address	SNDT Womens University, 1, Nathibai Thackersey Road , New Marine Lines, Mumbai
City	Mumbai
State	Maharashtra
Pin	400020
Website	www.sndt.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ujwala Chakradeo	022-22031881	8806233009	022-22018226	vc@sndt.ac.in
Professor	Pradnya Wakpainjan	022-22031879	9892456599	022-22018226	iqac@sndt.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	05-07-1916
Status Prior to Establishment, If applicable	Other
Establishment Date	01-01-1970
Any Other, Please Specify	The University was founded by Maharshi karve

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	22-06-2009	View Document
12B of UGC	22-06-2009	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	SNDT Womens University, 1, Nathibai Thackersey Road , New Marine Lines, Mumbai	Urban	1.49	19265.36	M.Com., MA- Economics, Sanskrit, History, Psychology, Social Work, Sociology, English, Gujarati, Marathi, Political Science, CEC, Hindi, Edu., Music, P. G.Dip.Travel & Tourism, M.L.I.S. C., M.Ed., M.V.A. Creative Painting/		

					Portraitur e Mural, B.Sc.-Nu rsing		
<i>Institutes</i>	<i>Usha Mittal Institute Of Technology Sndt Womens University, Juhu Campus, Santacruz(W), Mumbai -400049</i>	<i>Urban</i>	<i>2</i>	<i>5889.83</i>	<i>BTech, MTech</i>	<i>01-09-1997</i>	<i>02-09-1997</i>
<i>Institutes</i>	<i>Janki Devi Bajaj Institute Of Management Studies, Sndtwu Juhu Campus, Santacruz(W), Mumbai 400049</i>	<i>Urban</i>	<i>2</i>	<i>1196.11</i>	<i>MMS, MBA</i>	<i>17-08-1997</i>	<i>18-08-1997</i>
<i>Institutes</i>	<i>Janki Devi Bajaj Institute Of Management Studies And Research, Sndtwu Pune Campus, Pune</i>	<i>Urban</i>	<i>2</i>	<i>3312.22</i>	<i>Certificate programs</i>	<i>20-12-2018</i>	<i>10-06-2019</i>

	411038						
Off Campus	Shreemati Nathibai Damodar Thackersey Womens University, I, Nathibai Thackersey Road, New Marine Line, Mumbai 400020	Urban	1.49	19265.36	M.Com., MA- Economics, Sanskrit, History, Psychology, Social Work, Sociology, English, Gujarati, Marathi, Political Science, CEC, Hindi, Edu., Music, P. G.Dip.Travel & Tourism, M.L.I.S.C., M.Ed., M.V.A.Creative Painting/Portraiture Mural, B.Sc.-Nursing	08-06-1931	15-06-1951
Off Campus	Shreemati Nathibai Damodar Thackersey Womens University, Juhu Tara Road, Santacruz (W), Mumbai 400049	Urban	20.57	47031	M. Pharm. M. C. A., B. Tech, B.Voc, B. Pharma, B.Ed. & M. Ed.-Sp. Edu, M.A & M.Sc. eLearning, M.A. Women's Studies, P.G.D	01-01-1974	15-07-1975

					<i>Dietetics, AM&M, NFP, ECE, MLD, PGDCSA , B.B.A., LL.B. L.L.M, MMS, MBA</i>		
<i>Off Campus</i>	<i>Shreema ti Nathibai Damoda r Thacke rsey Womens Universi ty, Mahars hi Karve Vidyviha r, Karve Road, Pune 411038</i>	<i>Urban</i>	<i>15.91</i>	<i>24944.17</i>	<i>M.Com., M.B.A. M. Sc.-CMC, CMNH, MA- Eco nomics, P sychology , Marathi, Hindi, Music, G eography, M.V.A.-C reative P ainting/P ortraiture /Mural</i>	<i>05-07-1916</i>	<i>15-06-1951</i>
<i>Off Campus</i>	<i>Mahars hi Karve Model College For Women, Govern ment Industri al Training Institute, Ganesh Ali, Shri wardhan , Dist Raigad, Pin 402110</i>	<i>Urban</i>	<i>23.86</i>	<i>111.16</i>	<i>BCA, BAFI</i>	<i>18-08-2011</i>	<i>19-08-2011</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	0	4	4
Education/Teachers Training	0	54	54
Arts/Humanities/Social Sciences	17	119	136
Universal/Common to All Disciplines	17	110	127
Professional	10	50	60

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	13
Affiliated Colleges	381
Colleges Under 2(f)	7
Colleges Under 2(f) and 12B	10
NAAC Accredited Colleges	39
Colleges with Potential for Excellence(UGC)	10
Autonomous Colleges	5
Colleges with Postgraduate Departments	51
Colleges with Research Departments	5
University Recognized Research Institutes/Centers	11

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
PCI	105625_15683_6_1716802034.pdf
RCI	105625_15683_19_1716807087.pdf
INC	105625_5671_7_1614852740.pdf
PCI	105625_15683_6_1716802034.pdf
NCTE	105625_15683_4_1716801408.pdf
PCI	105625_5671_6_1623915203.pdf
NCTE	105625_5671_4_1623915094.pdf
AICTE	105625_15683_1_1716809240.pdf
AICTE	105625_15683_1_1716809240.pdf
AICTE	105625_15683_1_1716809240.pdf
RCI	105625_5671_19_1624362549.pdf
AICTE	105625_5671_1_1656334612.pdf
BCI	105625_5671_8_1637859718.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	40				79				150			
Recruited	10	23	0	33	9	16	0	25	29	97	0	126
Yet to Recruit	7				54				24			
On Contract	0	0	0	0	1	0	0	1	11	60	0	71

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				568
Recruited	112	97	0	209
Yet to Recruit				359
On Contract	97	116	0	213

Technical Staff				
	Male	Female	Others	Total
Sanctioned				68
Recruited	10	11	0	21
Yet to Recruit				47
On Contract	10	6	0	16

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	23	0	9	15	0	9	36	0	102
M.Phil.	1	3	0	1	1	0	2	1	0	9
PG	0	0	0	0	1	0	20	61	0	82
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	30	0	30
M.Phil.	0	0	0	1	0	0	6	34	0	41
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	10	0	10
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	10	60	0	70
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	2	0	4
Adjunct Professor	4	3	0	7
Visiting Professor	20	20	0	40

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	SNDT Womens University	Dr. Babasaheb Ambedkar Chair	Government of India
2	Department of Gujarati	Special Assistance program	SAP DRS UGC
3	Research Center for Women's Studies	Research center for Women's Studies	UGC
4	SNDT Womens University	Baya Karve Research Chair	University
5	SNDT Womens University	Savitribai Phule	University
6	Sndt Women's University	Maharshi Karve	University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	509	109	0	0	618
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	883	137	0	0	1020
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	350	25	0	0	375
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	0	0	0	0
Female	82	20	0	0	102
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-12-2018
Number of UGC Orientation Programmes	17
Number of UGC Refresher Course	5
Number of University's own Programmes	52
Total Number of Programmes Conducted (last five years)	74

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
Five Star	76.95	NAAC Report of 2000.pdf		
Cycle 2	Accreditation			
A	3.08	NAAC Peer Team Report 2016.pdf		

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre Of Vocational And Technical Education	View Document
C U Shah College Of Pharmacy	View Document
Department Of Commerce	View Document
Department Of Communication And Media Studies	View Document
Department Of Computer Science	View Document
Department Of Drawing And Painting	View Document
Department Of Economics	View Document
Department Of Education	View Document
Department Of Educational Technology	View Document
Department Of Education Management	View Document
Department Of English	View Document

Department Of Extension And Communication	View Document
Department Of Family Resource Management	View Document
Department Of Food Science And Nutrition	View Document
Department Of Geography	View Document
Department Of Gujarati	View Document
Department Of Hindi	View Document
Department Of History	View Document
Department Of Human Development	View Document
Department Of Life Long Learning And Extension	View Document
Department Of Marathi	View Document
Department Of Music	View Document
Department Of Political Science	View Document
Department Of Psychology	View Document
Department Of Sanskrit	View Document
Department Of Social Work	View Document
Department Of Sociology	View Document
Department Of Special Education	View Document
Department Of Textile Science And Apparel Design	View Document
Janki Devi Bajaj Institute Of Management Studies	View Document
Janki Devi Institute Of Management Studies And Research	View Document
L T College Of Nursing	View Document
Maharshi Karve Model College For Women Shrivardhan	View Document
Research Center For Women Studies	View Document
S H P T College Of Science Department Of Analytical Chemistry	View Document
S H P T School Of Library Science	View Document
S N D T W U School Of Law	View Document
Usha Mittal Institute Of Technology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>SNDT Women's University, has made important contributions toward implementing NEP-2020, facilitating holistic, inclusive, multidisciplinary and student-centered education system. The strategic plan is implemented by periodical meetings with BOS members, heads and faculty members, and external experts from industry. Meetings with the Steering Committee (Sukanu Samitee) accelerated the process through discussions and guidance. Awareness programmes were conducted for the departments and colleges along with hand-holding to implement NEP-2020 in its true spirit. In addition, SNTD has introduced a four-year B.A. B.Ed. Integrated Teacher Education Program (ITEP). The Centre for Distance and Online Education provides flexible study allowing dual degrees. The university offers a diverse array of instructional mediums of instructions allowing students to engage with their studies in their preferred language. This approach enhances understanding and retention and fosters a rich, multidisciplinary learning environment. By incorporating local languages, the university creates a sense of familiarity and connection to the community, enriching the educational experience and promoting cultural relevance in the curriculum. The linguistic diversity empowers students to explore various disciplines, share experiences with other students etc. It help in connecting and understanding other's culture and heritage. The university has an engineering institute which has programmes related to AI, Data Science, Machine learning etc. The students of conventional programmes also opt for these courses under CBCS. This is a good example of integrating STEM courses with other traditional courses.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC ID) is a transformative initiative aimed at enhancing the higher education landscape by providing students with greater flexibility in managing their academic achievements. It serves as a centralized repository where students can store and retrieve credits earned from different institutions, facilitating a more personalized educational journey. NAD conducted various trainings for awareness and implementation</p>

	<p>of Academic bank of credits. These trainings were attended by authorities of the University. University ABC registration was done on ABC portal. Circular along with manual for creation of ABC ID were sent to colleges/departments for creation of ABC IDs of the students admitted from the academic year. There are 53,359 students registered till date. There are 1,25,977 mark sheets and 1,31,597 degrees uploaded in Digi locker. 74,978 have all records with credit data. 52,611 credit mapped with ABC ID and 15,250 unique credit data with students ABC ID are added.</p>
3. Skill development:	<p>A systematic drive of designing Short-term courses is undertaken under which hundreds of short-term courses are ready and being offered as Open Electives, CBCS and Short-term courses by various departments, CHETNA (Centre for Holistic Education, Training and Novel Advancements) across the campuses. CHETNA acts as a hub for value-based and skill-based learning. With more than 200 short-term and capacity-building courses, CHETNA collaborates with national and international institutions, for strengthening lifelong learning and personal development. The initiative signifies the proactive approach of the University towards educational reforms aligning with national objectives of Viksit Bharat. Secondly, SNDTWU established 'Women-Innovation Start-up Entrepreneurship (WISE) dedicated for promoting entrepreneurship amongst women. Under this centre, various activities are organized in collaboration with colleges, universities, corporates, etc. to increase participation of women in entrepreneurial activities across the state. It nurtures innovative ideas and expands the landscape of research and innovation. WISE received an overwhelming response from 19 start-ups. The enthusiastic and energetic stakeholders shared innovative pitches in different sectors.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In accordance with the National Education Policy 2020, and the Indian Knowledge Systems Mission of the MoE, Government of India, The University established the Centre of Indian Knowledge, Sanskrit and Yoga Centre in line with the University's broader vision, with the deep-rooted commitment of the University for exploring and inculcating Indian knowledge-based approaches and practices in the curriculum. The Centre aims at nurturing an ecosystem of teaching-training-learning by</p>

	<p>encouraging interdisciplinary research, promoted through Indian languages. The Bhartiya Gyan, Sanskrit Evam Yog Kendra contributes to inculcate traditional Indian Knowledge among the students by promoting Sanskrit, yoga, and cultural studies. This centre prepares generic and major specific courses for IKS verticals of UG curriculum framework and Ph.D. coursework. The Faculty development programmes and conferences are conducted to prepare teachers for transacting traditional Indian knowledge.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) focuses on student learning outcomes at the end of the graduation. This approach emphasizes the skills and competencies students should demonstrate by the end of a program or course, rather than only considering the content acquired. Teacher can design curriculum, teaching strategies, and assessments that align with these goals. OBE promotes active learning and encourages students to take responsibility for their own education. It fosters critical thinking, problem-solving, and practical application of knowledge, preparing students for real-world challenges and enhancing their overall educational experience. Considering the need of outcome based education, university conducted the workshops for teachers to enhance their skills as a curriculum developer. All the programmes developed have programme outcome, course outcome and the specific learning outcome for each module. The course content is aligned with the learning outcome and the programme outcome, course outcome and learning outcomes are interlinked. The assessment techniques like quizzes, presentations, surveys, reflective logs, debates, discussions provide appropriate scope for evaluating students' varied skills and competence developed. The clearly defined learning outcomes and their alignment with both course and program objectives encourage students to take ownership of their learning and foster a sense of shared responsibility.</p>
6. Distance education/online education:	<p>Centre for Distance and Online Education is on track to identify the regions and remote areas particularly having relatively high concentration of socio-economically disadvantaged groups, where women are not able to complete their higher education due to lack of educational facilities. The Centre has planned to establish more Study Centers / Learning Support Centers to place such women into the higher</p>

education system. One Sub-Centre of 'Centre for Distance and Online Education' is already situated at SNTD Pune campus. CDOE is planning to establish regional centers at Shrivardhan, Palghar, Nagpur, Chandrapur, Gondwana and Kolhapur. These Regional Centers will collect the all-inclusive reports about the functioning of the study centers regarding admission, examinations, educational counselling and share it with the Head Quarter. With the aim of expanding Distance / Online Education, CDOE has estimated and set the realistic and achievable annual enrollment target. To achieve this target CDOE has weighed the past strategies used to increase enrollment rate and new, effective publicity trends. Informative Press Releases about CDOE were published in local newspapers, some more popular publicity tools among students, like Facebook, WhatsApp were utilized to spread the information about the courses that are offered by CDOE.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the University and its departments have established Electoral Literacy Clubs (ELCs). These clubs play a crucial role in fostering electoral awareness and engagement among students. The ELCs educate students about the importance of participating in the electoral process and instilling constitutional values. They organize various activities, especially during elections that both inform and engage students, helping to instill a sense of civic duty within the student body and the wider community.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The University and its departments appoint student coordinators and faculty members to oversee the ELCs. These clubs are functional and represent the diverse demographics of the student population. During the 2023 elections, student ambassadors and faculty coordinators were appointed to organise SVEEP activities. In 2022, a programme to encourage inclusive voting was organized on voter's day. Representatives from transgender community participated in the programme. Each year, the University celebrates Democracy Week, Constitution Day, and Voters Day, alongside regular discussions

	on constitutional and democratic values.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	In collaboration with the State Election Commission of Maharashtra and the Mumbai Collector's Office, the ELCs conducted a four-week electoral awareness program under SVEEP in 2023. This included door-to-door campaigns to raise awareness about voting, signature campaigns for support and voter registration drives to help students become registered voters. Additionally, ELCs organized rallies, street plays, door to door registration campaigns and discussions forums to engage the community creatively. Social media campaigns featuring slogans and jingles emphasized ethical voting practices and enhanced participation from marginalized groups, women and senior citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The University has launched various socially relevant projects related to electoral issues, such as voter awareness campaigns under SVEEP. These initiatives focus on research, awareness drives, and content creation. Students conduct studies on election-related topics and organize seminars on issues like Constitutional Values and the Women's Reservation Bill. Collaborating with local authorities, the University promotes inclusive elections targeting marginalized communities through internship and NSS activities, creating publications and digital content that raise awareness about electoral participation. The university has included courses on constitution, local government and politics and parliamentary practices and electoral management under NEP
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A significant number of students above 18 years may still be unregistered voters, which is a concern for the University and its ELCs. To address this, the ELCs have initiated various efforts to establish mechanisms for voter registration. These efforts include registration campaigns at the time of admission and direct support for students, class to class campaigns during elections for voter registration process. Through workshops, information sessions, and the celebration of Voters Day, the University actively engages the student community to register as voter.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4115	4305	3928	3681	3430
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1542	1528	1486	1296	1206
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	182	167	181	156
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 243

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1574.05	741.041	568.4809	1217.265	1534.086

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

SNDT Women's University has a legacy of empowering women through higher education by offering various programmes transacted through innovative pedagogies to develop women's overall personality. The four faculties and 45 departments/institutions offer 73 programmes with numerous elective courses. The process of curriculum development for different programmes is rigorously carried out by collecting feedback from various stakeholders including students, alumni, employers, teachers, and experts from the field along with the formulation of regular committees as per the Act. The curriculum is an instrument to equip the young generation with the necessary skills, knowledge and values which responds to technological and socio-cultural changes. The current global trends give a broad understanding while regional and local needs provide a focal point for curriculum development.

The NEP2020 is a path-breaking step in the education system and the university is prepared to implement it successfully with zeal. The NEP awareness programmes have been conducted for teachers and students since 2019. The teachers' competencies are enhanced through the workshops conducted periodically on ICT-based pedagogies, developing digital educational resources/ databases etc. Considering the global 21st-century skills required for learners, the programmes are designed with Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).

The CBCS/Elective System has been there in practice at UG and PG programmes in the university which ensures the fulfilment of learners' interests and support for self-exploration. The programme outcomes have the potential to cover local, regional, national and international needs of the students. Research and internship are an integral part of the curriculum and instrumental in developing scientific & critical thinking with teamwork, decision making, problem-solving skills, and professional ethics. In response to evolving academic and societal needs, new courses are designed like Neuropsychology, Social Work Entrepreneurship, and Academic Writing that offer unparalleled insights and expertise. Advanced courses like Online Resources, Search Tools and Techniques assist students to find global literature for research excellence.

Courses like Women and Law, Gender and Intersectionality, and Feminism and Science reflect the university's commitment to promoting inclusivity and equity.

The creative aspirants get an opportunity to take courses on Writing for Advertising, Gender in Cultural Representation and Media, Innovative Works of Modern Musicians, History of Art and Architecture in Western India, Mobile App Development, and Multimedia Tools for Presentations.

Courses like Programming for Problem-Solving, Engineering Graphics and Design, Medical & Surgical Nursing, Mental Health Nursing and Child Health Nursing position SNDTWU as a leader in preparing professionals for a dynamic local to global workforce.

These revised programmes have connections concerning skills, gender, human values, environment sustainability, and local to global relevance. Additionally, a variety of short-term courses designed by individual departments and The Centre for Holistic Education, Training and Novel Advancements (SNDTWU-CHETNA) has contributed to enhancing students' skills and knowledge across diverse fields. These courses range from personal and professional development, language proficiency, information technology, and arts to health sciences and entrepreneurship. It serves a pool of need-based, value-based, and skill-based capacity-building courses designed in collaboration with local, regional, national, and international institutions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Higher education aims to provide students with comprehensive knowledge, skills, and values, preparing them to function as responsible professionals and citizens. SNDTWU offers a well-designed curriculum that is flexible, relevant, aligned with contemporary trends and economic needs in all its programmes.

The various core courses including the electives, internship and research form a theoretical base, strengthen the specialized knowledge and help the learners in connecting with the workplace.

The professional programmes like Management, Nursing, Education, Law, Engineering, Computer Science, and Pharmacy, etc. prepare professionals in their respective fields. The curriculum in these programmes focuses on enhancing technical skills along with soft skills like teamwork, communication, and problem-solving, which are crucial for employability.

Women Innovation Startup Entrepreneurship (WISE), the incubation center encourages innovation and a mindset that leads to entrepreneurial success amongst the students. It is dedicated to promote entrepreneurship amongst women by organising various activities in collaboration with colleges, universities, corporates, etc. to increase participation of women in entrepreneurial activities across the state.

Students trained for entrepreneurship in various professional programmes offered by the university will contribute to diverse business landscapes and inspire future generations. Internships in all the PG and professional UG programmes through various institutions, industry collaborations provide practical training to enhance employability with a focus on the skills that also foster the opportunity to create their own set up.

The mentorship workshops, and various academic activities prepare students for employability and encourage them to generate business ideas for entrepreneurship. The incorporation of subjects like financial literacy and market research further prepares students to navigate the complexities of starting and managing their ventures.

Skill development is the focus while revising the curriculum of various programmes offered at the university. Syllabi are offering specialised vocational training courses such as information technology, business, competitive examinations, research-oriented courses, healthcare, and hospitality, which cater to the demands of the job market. The syllabi for these courses are regularly updated that reflect current industry trends and technological advancements, ensuring that students acquire relevant skills for competing contemporary challenges and opportunities. SNDTWU has established 'Centre for Holistic Education, Training and Novel Advancements' (CHETNA) to offer need-based, skill-based courses like data analytics, artificial intelligence, and cybersecurity, Yoga. Training in Yoga, Abhang singing, Natya sangeet, Folk Art of Maharashtra through CHETNA also propagates promotion of Indian traditional knowledge and skills and employability.

The revision of syllabi leads to the inclusion of relevant content, integrating practical experiences, and fostering a culture of innovation. These programmes not only enhance individual career prospects but also contribute to broader economic development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 59.6

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1322

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 2218		
File Description	Document	
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document	
Provide the relevant information in institutional website as part of public disclosure	View Document	
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document	
Institutional data in the prescribed format (data template)	View Document	
Provide Links for any other relevant document to support the claim (if any)	View Document	

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The SDGs aim at transforming the world into a peaceful place where all human beings are living in harmony with nature. This multifaceted aim can be achieved through education by exposing learners to a curriculum that promotes holistic development. It creates awareness among learners about economic, social, and environmental issues and fosters critical thinking and problem-solving skills related to global challenges. To create a humane society, curriculum is constantly revised to integrate cross-cutting issues like professional ethics, gender equity, human values, and environmental sustainability. NEP-2020 has further reinforced the university's commitment to provide learning opportunities for holistic development of the learners.

By embedding ethical considerations across various courses, the curriculum transaction practices cultivate a sense of integrity, respect and accountability in the learners. As per SDG16 and SDG 4, SNDTWU endorses peaceful and inclusive societies based on respect for human rights, protection of the most vulnerable, good governance at all levels, and excellence in education in all its courses.

Gender Equity

Gender equity is critical to all areas of a healthy society, from reducing poverty to promoting health, education, protection and the well-being of its citizens. The inclusion of gender and its related issues like gender stereotypes, biases, inequalities encourage students to advocate for equality in their personal and professional lives and fosters respect for diversity and inclusion. Courses in Women Studies, Literature, Education, Economics, Sociology, Geography, History, Political Science, Media and Communication, Psychology are aligned with SDG5 & SDG10. Insights into inequalities, practicing gender sensitive pedagogies equip individuals to navigate the complexities of the social problems and work towards equality. Embedding these issues into educational frameworks ensures that students are aware of and sensitive to the need for social justice, making them more inclusive in their perspectives and actions.

Human Values

Human values are fundamental for nurturing compassionate and empathetic individuals. The courses are designed to integrate these values to foster social cohesion and mutual respect. SDG16 highlights the importance of building inclusive societies, which is inherently linked to promoting human values. Pedagogies like team teaching, cooperative teaching, field visits incorporate discussions around empathy, respect, and social justice across various subjects like Psychology, media and communication, Hindi, Special Education, Early Childhood, Human Development, Visual Arts, etc. The NEP-2020 focuses on holistic education and encourages the development of character and values, preparing students to contribute to society.

Environmental Sustainability

Human existence without the environment is impossible and therefore one should protect the environment and act for its sustainability. The sensitivity for the people and planet is reflected through multiple SDGs, particularly SDG 13 (Climate Action) and SDG 15 (Life on Land). The curriculum of the programmes like Geography, History, Sociology, Pharmacy capture environmental issues and sustainability practices. Research in these areas of environmental education also assists in understanding the realities and address local issues.

The university's goal is aligned with the five pillars of the SDGs. Planet, People, Prosperity, Peace and Partnership are instrumental in developing an enriched curriculum that leads to the creation of a humane society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 61

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects /

internships (without repeat count) during the last five years

Response: 73

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 73

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System**1.4.1**

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Provide Links for any other relevant document to support the claim (if any	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.17

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2267	2267	2216	2150	2045

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1617	1727	1617	1485	1453

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 69.15

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
994	931	924	896	968

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1360	1360	1330	1548	1218

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The students of SNDTWU come from diverse socio-cultural, economic, and educational backgrounds.

The University believes in providing an enabling and empowering space and platforms to students who wish to acquire knowledge and develop their academic, research and professional skills. The University takes various initiatives to learning needs of all its students including high achievers and those who face learning challenges.

Most of the departments have the practice of conducting a proficiency test at the entry-level. Such tests, formative assignments, in-class and asynchronous activities enable the teacher mentors to identify high-achievers and learners with different needs. The University is careful not to create a psychological divide among the students by labeling them high or low achievers. The curriculum transaction is differentiated according to the abilities of the students. Teachers focus on multiple intelligences, use multiple instructions, and plan activities to cater to different learning styles.

The university makes use of Learning Management Systems (LMS) like Moodle for self-paced learning. LMSs are also used for conducting asynchronous activities such as discussion forums. Teachers upload their own or recorded videos and additional resources to help students understand the content at their own pace and allows personalized frequency of access. Practice quizzes, and innovative assignments through LMS aid learning and understanding of core concepts. In addition, remedial classes and extra grooming and coaching opportunities are provided to the learners. The mentors assigned to the learners help them understand their interests and guide them for higher education and placements. Departments also consult the family members of learners with challenges and interact with them to support them.

High achievers are provided with challenging tasks and more complex assignment projects to motivate them more. They are encouraged to take up productive research topics and contribute to the field. Their research activities have complex variables, and advanced research methodologies, using high-end statistical analyses and cater to recent trends. Students are encouraged to participate in State level research events such as Avishkar, Anveshan.

The learners are assigned Project Work according to their preferences and abilities. Learner-centric methods, and innovative approaches such as learner agency, peer learning and collaborative-cooperative learning approaches provide inclusive and differentiated learning experiences to all learners resulting in close bonding among them. This creates a conducive environment. In addition, peer assessment is used to boost confidence among learners. Feedback from peers help learners to improve their performance. Strategies such as Praise-Question-Polish prove helpful in peer feedback.

Academic recognition is given to advanced learners by including some of them as student representatives in the decision-making process of the institutes. Others are assigned different levels of responsibilities.

Besides academics, for the overall personality development of all the students, the university provides extensive training in communication and soft skills by experts from the industry. Training is also provided to the students to appear and excel in competitive exams like IAS, IPS, IFS, NET SET, GATE, GRE, TOEFL etc. University-level activities such as youth festivals, intra and inter-university events contribute to the holistic development of the students.

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

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 22.49

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process**2.3.1**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

SNDT Women's University is a proud proposer of the learner-centric approach, which is the central focus of the NEP-2020. Social Sciences are not an exception to the participatory learning.

Learner participation ranges from verbal contribution in classroom discussions to 'learning by doing' experiences. Participatory strategies such as group discussion, debates, case study-based tasks, etc. are common pedagogies at SNDTWU. Experiential learning is achieved through individual and group projects, role-plays, field visits, etc.

Apart from practical, simulations, workshops, projects with creative products and outputs are regularly used in technical courses.

The involvement of learners is often achieved through collaborative platforms and ICT tools such as concept-mapping, mind-mapping, infographic tools, collaborative walls, etc. encouraging individual

creations and co-creations as end-products.

Student-led events such as exhibitions, seminars, workshops, and conferences for internal and external students and teachers are a unique strength of SNDTWU. Students continued this trend even during the pandemic through online mode.

SNDTWU incubation centre WISE organises activities to encourage entrepreneurship and marketing skills of students.

‘Ashwajyot’ theatre event, Media Fest, exhibition-cum-sale ‘KALAKRUTI’, policy-drafting, parliamentary debates, student-led health check-up camps, blood donation camps for the community, and student-led FDPs on pedagogy, ICT and OER for HE faculty across the country are a few illustrative initiatives.

Evaluation strategies of the SNDTWU are innovative and assess creativity, relevance, and critical analysis of the students. Role-play, skits, module-preparations, open book exams, case-study-based problems are a few to name.

SNDTWU has integrated ICT into most of the processes of the university including teaching-learning-evaluation (TLE) since the last decade. Continuous faculty training as well as handholding is provided to the faculty. Teachers use the LMS such as Moodle, Google Classroom, Edmodo, Canvas. The university has an official Moodle LMS portal used by 30+ teachers. Assignments are accepted and graded on LMS contributing to the paperless practices.

Faculty is extensively trained in using a blended approach and flipped learning. Teachers use many ICT tools to facilitate individual and collaborative learning. Google tools like G-Doc, G-Spreadsheet, G-Drawing, G-Slides, Jamboard are used for collaborative activities and G-Form is widely for quizzes. Tools like Conceptboard, Miro, Mindomo, Padlet, Sketchup, Piktochart, Canva, etc. are used for brainstorming, working together, sharing ideas and thoughts, and mainly to ‘co-create’.

The teachers also use ICT tools such as Kahoot, Quizlet, Testmoz, etc. for formative evaluation.

They used Zoom, Webex, Microsoft-Teams during the pandemic for online classes and webinars. SNDTWU is in GSuite, and uses GMeet extensively.

Teachers use many e-resources such as YouTube Videos, Slideshare, SCRIBD resources, NMEICT, ePG Pathshala, other Open Education Resources and MOOCs such as SWAYAM, Coursera, UDEMI and EdEx.

SNDWU has procured many online Databases for the libraries across campuses. Teachers find resources such as eBooks, Journal articles and papers, Shodhganga, Shodhgangotri, Web-articles, Blogs, Digital library Databases useful. Statistical computation sites, Free image resources such as Pixabay, Freepix are used by many.

Integration of ICT in the process of teaching-learning-assessment (especially continuous comprehensive assessment as recommended by the NEP-2020) boosts the quality of education and also develops 21st-century skills.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

University institutes have vibrant and innovative ways of mentoring students. Commitment to student success is reflected in its mentorship programme aiming at academic development and personal growth. It is essential that students do not just have excellent knowledge and skills but also a larger understanding of society and their role in nation-building.

The following practices are followed to assist the students and provide mentorship to them in this process.

Orientation Programme: Institutes have the practice of conducting an orientation programme for the freshers to make them feel comfortable and allow them to explore their academic interests, acclimatize to the changed environment, and bond with their peers, seniors, and teachers. This programme helps the students transition from college to the university environment and understand the policies, practices, culture, and value systems of the University.

Faculty Mentors: Assigned mentors play an important role in providing the necessary handholding and scaffolding to help the students navigate through the programme. The mentors also provide emotional support and guidance by understanding the diverse needs of the students from various socio-cultural and economic backgrounds. The mentor interacts with the parents and guardians whenever needed and suggests the help of a counselor if required. Also, visits of psychologists are arranged by the university. The mentorship process is facilitated by a dedicated mentorship booklet, which serves as a tool for tracking the student's progress. Mentoring helps learners to overcome difficulties in learning, personal and social life leading to a stress-free learning environment. Institutes often receive appreciation notes from students.

Alumnae and Senior Student Mentors: Seniors and alumnae are involved in the process of guidance related to dissertations, projects, and internships. They also help juniors to access study sources and material such as articles, magazines books, etc. This provides current students valuable insights and practical advice, bridging the gap between academic learning and real-world applications. Alumnae play a significant role in placements. Alumnae from their world of work approach institutions for further recruitment and prefer to place freshers from their own alma-mater. They groom them at the workplace.

Career Counselling: Career counseling is provided to the students. Remedial coaching is arranged for some students to cope with the subjects. The mentor also works to find out the hidden talents of the students in various aspects of academic, co-curricular, extracurricular, and extramural activities towards their holistic development.

Counseling Sessions: Most departments have trained counselors who visit the departments frequently and have one-to-one personal mentoring sessions to help the students cope with the stress related to the programme and other problems they might face.

The objective of the various mentoring programmes conducted by the University is to help the students get a holistic picture of education, and its importance and also empower them to transition to a healthy and successful professional life.

In addition to the academic and personal support, financial aid is provided by the help of external agencies and angel donors, ensuring that students facing economic difficulties to pursue their education without any financial stress.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 63

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
273	273	273	273	273

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 57.2

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 139

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 13.68**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 2504

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 19.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	8	18	26

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**

Response: 0.98**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
75	60	0	40	24

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5154	4430	3748	3566	3426

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3**Status of automation of Examination division along with approved Examination Manual/ordinance**

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

SNDDT Women's University has adopted an Outcome-Based Education (OBE) framework as per the UGC's Learning Outcomes-Based Curriculum Framework (2020) and are aligned with the National Higher Education Qualification Framework (NHEQF) 2023. Consistent with the University's vision, mission, and motto of women empowerment, all undergraduate and postgraduate programmes have clearly defined Programme Outcomes (POs), and Course Outcomes (COs).

Programme outcomes define the scope and purpose of the programme in a specific manner. To meet these outcomes, the university offers a range of theory-based, practical, and field-based courses under each programme, including research projects and internships. Each course is further designed with specific Course Outcomes that align with the overall Programme Outcomes. Additionally, SNDDTWU follows a unique practice of modular structure in every course. Every 4-credit course syllabus consists of 4 one-credit modules with distinct Learning Outcomes (LOs) aligned with the COs and a detailed content outline of every module. Two-credit courses consist of 2 modules. These outcomes are communicated to internal and external stakeholders, including employers, through prospectus, website, and during student induction programmes, where the POs, COs, and LOs are discussed to clarify the earmarked goals.

In alignment with OBE, the University encourages the use of innovative pedagogies, including inquiry-

based, project-based, experiential, and collaborative learning, which foster higher-order thinking skills. A blended learning approach is also recommended, supported by the university's dedicated LMS. Paperless submissions of assignments and grading are possible through LMS.

The evaluation process at SNDTWU follows a 50%-50% internal-external assessment ratio for programmes allowing for diverse forms of assessment, aiming to measure skills rather than rote memorization. Assignments towards Comprehensive Continuous Evaluation (CCE) are clearly stated at the end of every course. Analytical skills outlined in the Course Outcomes are evaluated through assignments, projects, and presentations that challenge students to produce creative, original work. CCE is thus discussed and planned towards attainment of COs and LOs right at the level of Boards of studies and then at micro-level by the faculty.

Field-based components, internships, and assessment rubrics are developed for practical, to align with the COs. These rubrics ensure objective and comprehensive assessment of cognitive and behavioural skills. The University also integrates self-assessment and peer assessment strategies to encourage reflective learning and peer collaboration.

Practice of Blueprint design and setting of paper in light of the blueprint for Semester-end examination is followed. Practical courses are assessed through practical and product designs. Writing theory papers for internal evaluation is discouraged. Innovative assessment techniques such as classroom assignments, mini projects, creative products such as concept-maps, infographics, case studies done in groups, etc. are encouraged. Use of ICT for creating such products and for co-creations is practiced. A unique scheme of 'Learner Agency' (agreement of attaining LOs through learner-planned strategies) is practiced in some departments. Detailed POs, COs, LOs and content-outline allow postgraduate learners to plan learning and assessment strategies for their classes.

SNDTWU's OBE approach helps foster an environment that supports holistic student development and empowers learners with the skills and knowledge necessary to succeed in their respective fields.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 90.21

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

Response: 1391

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.86

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

SNDT Women's University fosters an environment that encourages innovation and knowledge transfer. The university established WISE- SNDTWU Incubation centre aligned with the vision of Maharashtra State Innovation Society to form a Women Entrepreneurship Cell dedicated for promoting entrepreneurship amongst women. State Innovation Society has awarded SNDT University a dedicated Incubation Centre for Women. The WISE SNDTWU conducted the activities such as a comprehensive workshop designed to equip aspiring entrepreneurs with the skills, knowledge, and tools to create compelling and effective pitch decks. A pitch deck is a crucial tool for startups to communicate their vision, value proposition, and growth potential to potential investors, partners, and stakeholders. Also A one day seminar on Intellectual Property Rights was held where we will explore the importance of intellectual property (IP) and its role in fostering innovation, protecting creativity, and ensuring fair competition in today's rapidly evolving world. "SATVIK RITU: Unraveling Menstruation in Ancient Indian Knowledge" is one of the standout projects pre-incubated by WISE-SNDTWU.

The University initiated to establish IPR policy will provide directions to guide all those who are involved into innovative practices including academicians, industrialists and allied bodies and agencies. This Policy shall validate all the users and agencies that are associated with SNDTWU. The SNDTWU has been more than 7 patents granted during the span of 2018-2023. The patent granted such as "Women Entrepreneur's challenges, planning and strategy for sustainable rural development".

The Institution's Innovation Council (IIC) is a key initiative established under the Ministry of Education's Innovation Cell to foster a culture of innovation and entrepreneurship within educational institutions. The IIC at SNDT Women's University plays a pivotal role in nurturing creativity and providing students, faculty, and staff with a platform to transform their ideas into tangible solutions.

The IIC actively promotes innovation through various activities such as workshops, hackathons, mentoring sessions, and startup boot camps. It serves as a bridge between academia and industry by encouraging collaborative research, the development of new technologies, and the commercialization of ideas. By offering guidance, resources, and a network of experts, the IIC empowers aspiring innovators to build startups, file patents, and pursue entrepreneurial ventures.

Indian Knowledge System (IKS) is an invaluable treasure trove of knowledge that has shaped the cultural, scientific, and philosophical landscape of our nation for centuries. To make students aware of this rich heritage and make them engage in meaningful discussion and deliberations of the importance of IKS in modern day. The Foundation Course in Indian Knowledge System encourages the discovery and learning of various ancient Indian Knowledge Systems developed over centuries. It encompasses

foundation knowledge of the Vedas, Puranas, and Upanishads, Astronomy, Ayurveda & Yoga, Mathematics, Languages and Linguistics and many more.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 59.73

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
49.69	64.03	83.84	39.54	61.54

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 75.31

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 183

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 13.24

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 54

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 408

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2087

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 1.46

3.2.2.1 Number of research projects funded by government and non-government agencies during

the last five years

Response: 354

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

SNDT Women's University (SNDTWU) places a strong emphasis on research and innovation by consistently strengthening the facilities and implementing its policies to promote a vibrant research environment. The University fosters a culture that encourages both faculty and students to engage in interdisciplinary research across various disciplines. This commitment is reflected through continuous efforts to improve infrastructure, provide financial support and establish policies that drive research excellence.

The Research Policy of SNDTWU highlights the University's commitment to faculty development, empowering them to pursue research that enriches both their academic work and the University's research output. The policy promotes and protects the Intellectual Property Rights such as trademarks, copyrights, patents, industrial designs etc. of the faculty and the University. SNDTWU allocates seed money to support quality research projects underscoring its commitment to fostering intellectual research growth. For supporting the faculty in their research projects, SNDTWU recruits Research Associates. In various departments Senior Research Fellows (SRF) and Junior Research Fellows (JRF) are selected to support and strengthen innovative research culture.

Research policy and PhD guidelines of SNDTWU are accessible on the University's website. In the past five years, 200+ PhD scholars have successfully earned their doctoral degrees from SNDTWU, demonstrating the University's ability to cultivate a dynamic and productive research environment. Each department at the University has its own Research Advisory Committee, ensuring that doctoral research adheres to rigorous academic standards. These committees guide PhD candidates from proposal development to open defence. All awarded theses are available on Shodhganga for the use of other researchers and make available the knowledge created in public domain.

The University's research initiatives are further strengthened through extramural research funds from various government agencies. SNDTWU researchers regularly secure financial support from prestigious national/ international government and non-government bodies such as UGC, AICTE, ICMR, ICSSR, SERB, RGSTC, AYUSH, MHRD, SUUTI and other organizations. These external collaborations allow the university to extend the impact of its research on critical societal issues beyond its boundaries. The steady flow of external funding and high quality research results into high impact publications and presentations highlighting the recognition SNDTWU researchers receive at both national and international levels.

SNDTWU's commitment to fostering a research-driven culture is also demonstrated through its participation in "Avishkar," an annual research convention initiated by the Governor of Maharashtra. This platform enables students and faculty to present their research findings, encouraging a spirit of innovation and inquiry. A noteworthy initiative has been taken by the University in collaboration with BMCC of City University, New York (CUNY) in installing a weather station in the University that helps in collecting real-time data to carry out environment related research which is being presented and published at international platforms.

In conclusion, SNDTWU's dedicated and upgraded research facilities, comprehensive financial support, faculty and student fellowships, appointment of research associates along with structured policies result into thriving research ecosystem.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 60

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1.Inclusion of research ethics in the research methodology course work**
- 2.Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
- 3.Plagiarism check through software**
- 4.Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2**Total number of Patents awarded during the last five years****Response:** 10

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 3.33**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 233

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 70

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.7

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 414

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 2.19

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 531

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6

E-content is developed by teachers :

- 1. For e-PG-Pathshala*
- 2. For CEC (Under Graduate)*
- 3. For SWAYAM*
- 4. For other MOOCs platform*
- 5. Any other Government initiative*
- 6. For institutional LMS*

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in

Scopus/ Web of Science**Response:** 4.65

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8**Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 15

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 216.37**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
5.66	10.11	53.23	92.55	54.82

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

SNDTWU has NSS Cell under the National Service Scheme. Volunteers of NSS perform activities for the welfare of neighbourhood community. Various activities are conducted related to creating awareness among the community about their civic responsibilities like right to vote and about social evils like female foeticide. In this process, the volunteers themselves get sensitized to the social realities.

Volunteers of NSS conduct workshops and seminars on menstrual hygiene to promote awareness and empower young girls. In addition, reusable cloth pads and affordable and sustainable menstrual products are donated in the community through NGOs like Umeed and 'Rutu Cup'.

SNDTWU along with AXF Foundation reaches out to the underprivileged children by promoting digital literacy through "Each One Teach One" programme. World Literacy Day is celebrated in the local community. Talks on employment opportunities are delivered to create awareness about local jobs and self-employment

Under Community Connect Fellowship, in collaboration with the Blue Ribbon Movement NGO, students of the University make local community aware of various government welfare schemes and help them in applying for the same.

The contribution of the NSS unit has earned them prestigious awards at various levels such as an award for Social Services from Lions International, Limca Book of Record Award for Repainting from Youth Pathshala Foundation and Metropolis Asia, Award for outstanding contribution to education from Hindustan Unilever Ltd. and Quality Education Leadership Award from DYNERGIC business solutions.

SNDTWU undertakes a range of community development programs throughout the year in partnership with government, NGOs and civil society organizations. These social outreach programmes bring a great impact on the holistic development of the students since they get exposed to the people from diverse cultures and communities. Blood donation camps, awareness about organ donation, stem marrow registrations, AIDS prevention etc. are carried out by various departments. Similarly, to help the needy; 'Anaj donation, cloth donation and book donation drives are undertaken regularly. The students contribute to environmental sustainability through no plastic drive, reusable bag donation, and tree plantation etc. By using creative and engaging storytelling techniques, students effectively communicate important messages and encourage the community to become more socially responsible for coexistence.

During Covid -19 Pandemic, the students of SNDTWU served the society by providing care to Covid-19 patients in different hospitals. The students of final year B.Sc. Nursing worked in Seven Hills Hospital, Andheri and P.D Hinduja National Hospital and MRC, Mahim. The Teachers and students of Nursing served patients in Fortis Hospitals, Mulund. They were involved in taking care of patients in Covid centers, Intensive care units and vaccination centers from December 2020 onwards.

Under the government initiative, "Ek Bharat Shreshtha Bharat," all the departments of the university conducted various activities for promoting national unity and cultural exchange. Students of SNDTWU participate every year in the state level program on disaster management, 'Avahan', initiated by the Chancellor of the Universities of Maharashtra.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 161

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
32	52	34	26	17

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 60

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University offers exceptional teaching and learning facilities, including well-equipped classrooms, laboratories, and smart classrooms that meet statutory requirements. These facilities ensure that students and faculty stay up-to-date with advancements in their fields. A central library and several departmental libraries provide access to a vast collection of text and reference books, along with e-books in English and regional languages. The Knowledge Resource Centre (KRC) is equipped with JAWS software to support visually impaired students, reflecting the University's commitment to inclusivity.

Located in a metropolitan city with limited space, the University has optimized its infrastructure without compromising quality. It has 148 classrooms, 88 laboratories, and 9 seminar halls equipped with ICT facilities. The classrooms are spacious, well-ventilated, and equipped to accommodate 25, 50, or 80 students, ensuring a conducive learning environment. The science and technology departments have set up industry-collaborated laboratories to enhance practical learning and research. These laboratories are continuously upgraded with internal and external funding to keep pace with technological advancements.

The University allocates funds annually for infrastructure development, with a focus on upgrading research laboratories, acquiring new equipment, and maintaining general facilities. To ensure comfort and convenience for all stakeholders, each campus is equipped with guest houses, visitor rooms, ladies' common rooms, and canteens. Additionally, the Juhu and Pune campuses host a medicinal garden named "Baya Karve," dedicated to research purposes. The Juhu campus further features a sensory garden designed for special-needs children, supporting sensory integration and early childhood development. In line with its commitment to sustainability and environmental research, the University also employs the Miyawaki technique to create dense forests with native plants. This innovative method, used worldwide for urban afforestation, enables the growth of forests even in small spaces, making it a practical solution for urban green spaces.

Hostel facilities are available across the University's campuses, with capacities of 200 students at Churchgate, 360 at Juhu, and 140 at Pune. Three large auditoriums, each with seating for around 800 participants, are available for larger events. Several smaller seminar halls and open spaces like classrooms, basements, and grounds are also used for departmental activities and events.

The Department of Sports and Physical Education provides diverse athletic facilities, including a multipurpose ground for Kabaddi, Kho-Kho, and Volleyball, along with dedicated basketball and badminton courts. A 200m athletic track supports track and field events. The University also promotes traditional Indian sports, with a dedicated Rope Malkhamb facility. Fitness centers are available on all campuses, and adventure sports enthusiasts can access a climbing wall and archery facilities.

The Department of Students' Development organizes a variety of events, including the University-level Intercollegiate Youth Festival and leadership training camps. Students participate in regional and national-level competitions, showcasing their talents in various cultural and academic activities. These initiatives contribute to the holistic development of students, enriching their academic journey through cultural, athletic, and leadership experiences. Students participate in Aavishkar: Maharashtra State Inter-University Research Convention.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 43.42

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
743.36	318.30	258.12	373.40	753.36

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The SNDT Women's University Bharat Ratna Maharshi Karve Knowledge Resource Centre (BMK KRC) stands as a testament to the University's commitment to fostering knowledge and facilitating academic growth. Since its humble inception in 1955 with a modest collection, the KRC has evolved into a multifaceted hub of learning and research. With a user-centric approach at its core, the KRC has continuously expanded its resources and services to cater to the diverse needs of its users.

The KRCs offer an extensive collection, which spans a wide array of subjects and languages. The KRC budget enables it to build the collection as per the need of the users for study, teaching and research. From books and monographs to electronic resources such as e-journals, ebooks, and databases, the KRC ensures that users have access to a comprehensive range of information materials remotely.

Central to the KRC's commitment to accessibility is its adoption of innovative technologies. The transition from SLIM to KOHA, an open-source library automation software, marks a significant step towards enhancing efficiency and user experience. KOHA's robust features, including acquisitions, cataloguing, circulation, and reporting modules, streamline library operations and empower users to navigate the collection with ease. Moreover, the cloud-based hosting ensures data security and reliability, while customization aims to further optimize the platform to meet the evolving needs of users.

In tandem with technological advancements, the KRC has embraced digitization as a means of preserving and disseminating scholarly works. Through platforms like DSpace, the KRC digitizes a diverse range of materials, including theses, dissertations, archival books, and question papers. This initiative not only facilitates remote access but also contributes to the university's institutional repository, enriching academic discourse and fostering a culture of knowledge sharing.

Furthermore, the KRC's participation in initiatives like Shodhganga underscores its commitment to academic collaboration and research dissemination. By hosting over 1,200 theses on Shodhganga, the KRC ensures that the university's scholarly output reaches a wider audience.

In line with its zero-tolerance policy towards plagiarism, the KRC employs state-of-the-art software like DrillBit to uphold academic integrity. Through sophisticated plagiarism detection algorithms, DrillBit helps researchers maintain originality in their work, thereby nurturing a culture of academic honesty and intellectual rigor.

Additionally, the KRC's dedication to inclusivity is evident in its provision of assistive technologies like JAWS for visually impaired users. By leveraging tools like JAWS, the KRC ensures that even the visually disabled can fully engage with academic resources and harness the power of knowledge.

The number of users utilizing the KRC reflects a notable level of engagement with the resources and services offered. It also indicates increased utilization and perhaps a growing recognition of the KRC's value within the university community. The user engagement with the KRC is influenced by various factors such as academic cycles, technological advancements, and shifts in user preferences.

In essence, the KRC is committed to user-centric principles wherein it continues to evolve, adapt, and empower users to embark on a journey of discovery and intellectual growth.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 8.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
84.31	92.47	91.66	112.07	93.33

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words****Response:**

The institution ensures proper deployment and maintenance of technology, providing adequate ICT facilities for academic and administrative purposes. Staff and students have access to e-resources, and ICTs are used across various institutional activities. Accordingly appropriate budget is provided in the University main budget every year for the maintenance of the existing IT facilities available in the University. Also, every year the facilities are improved to give all its stakeholders the authorized access to the university different resource and hence making the university to stand in the rank of world class.

All the University campuses are connected via fiber optics and UTM switches, offering various IT services to departments. The University is equipped with a comprehensive internet setup, including a VLAN and secure VPN. Security updates are managed remotely. Juhu Campus has a 1 Gbps NKN leased line, Pune campus has 35 Mbps leased line, whereas Churchgate campus has 100 Mbps internet facility.

The University has a comprehensive IT policy and TEL policy governing the responsible use of both central and departmental IT resources. The University upgrades its IT facilities regularly. Some of the upgradations/improvements are as follows:

? Accounting Services: The University provides “Unisuite” Accounting Services to all departments, colleges, and institutes, connected via intranet. All transactions, bills, invoices, auditing, budgeting, and other accounting tasks are managed through this ERP.

? Examination and Admission Process: Admissions and examinations are managed through GoI’s eSamarth and MKCL’s eSuvidha. Result processing is handled by the University’s in-house system and MKCL’s ERPS system. The University has adopted an online system for conducting examinations.

? Computing Facilities: All technical and professional departments have dedicated computer labs, while others use the central computing facility of the University.

? Virtual Connection of Three Campuses: The three campuses are connected via UTM switches, with regular security updates from the OEM. Network configurations are managed remotely, and Juhu Campus has a 1 Gbps NKN line, while Churchgate 100 Mbps and Pune campuses have 5 Mbps leased lines from Hathway and Joister.option of e-tendering process

? SNTDWU Women’s University received INR 1.3 Crore from RUSA to set up an e-learning Centre under the Department of Educational Technology. The chroma studio, funded by RUSA, features an advanced setup with two cameras, lighting, audio systems, two Mac servers (for streaming and processing), and a Sony Live Producer for image and background mixing.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 4.81**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 855

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3**Institution has the following Facilities for e-content development and other resource development**

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 48.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
746.339	330.27	218.70	731.80	687.39

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

To maintain a conducive and productive campus environment, the University has established a comprehensive system for the upkeep and optimal utilization of its academic, physical, and support infrastructure. Various departments and committees, including the Engineering/Estate department and IT technical support, are responsible for managing the maintenance of these facilities, ensuring their functionality and accessibility to all stakeholders such as students, faculty, and staff.

Maintenance of Physical Infrastructure and Support Facilities:

The campus is maintained in a clean, orderly, and functional state to create an ideal learning environment. The University employs contractual housekeeping staff who are responsible for daily cleaning, dusting, sweeping, and mopping across the campus. Their work is carefully supervised to uphold high standards of cleanliness. Cleaning charts and maintenance logs are updated regularly to ensure consistency and transparency in the process.

Preventive and Specialized Maintenance:

The University follows a proactive approach to preventive maintenance by stocking essential spare parts and components for various systems, ensuring quick repairs to minimize disruptions.

Specialized systems such as air conditioning units, lifts, CCTV systems, water tanks, and audio-visual systems are maintained through Annual Maintenance Contracts (AMCs) with external agencies. These systems are regularly inspected and serviced by professional vendors.

Water tanks and septic tanks are cleaned frequently as per the need by professional service providers, ensuring the safety and cleanliness of the campus water supply. Regular pest control operations, including anti-termite treatments, are conducted to protect the infrastructure from damage and to maintain a hygienic environment.

Maintenance of Green Infrastructure (Solar Plant and Rainwater Harvesting):

As part of its commitment to sustainable practices, the University has invested in green infrastructure, including a solar power plant and a rainwater harvesting system. These systems are essential for reducing the campus's carbon footprint and conserving water resources. The solar plant is maintained by specialized technicians who ensure that the solar panels are clean, efficient, and functioning at optimal capacity. Regular inspections monitor the system's performance, detect wear and tear, and address any technical issues swiftly to ensure continued renewable energy generation.

The rainwater harvesting system is similarly maintained to capture and store rainwater efficiently. The system includes storage tanks, filtration units, and drainage components, all of which are inspected periodically. Professional service providers clean the water tanks to prevent contamination, ensuring the water is safe for various uses, such as irrigation. Regular maintenance of gutters and downspouts guarantees optimal functioning, especially during the monsoon season.

Maintenance of IT Infrastructure:

The Systems Department manages the maintenance of the University's IT infrastructure, including hubs, switches, Wi-Fi routers, and peripherals. Led by a System Administrator, the department ensures that all IT equipment is kept in excellent working condition.

Each laboratory maintains detailed records, including Dead-Stock Registers, Maintenance Logs, and Utilization Certificates. These documents are verified by faculty members serving as Lab In-Charge, ensuring the smooth functioning of academic resources.

By establishing clear systems and procedures for maintaining its physical, IT, and green infrastructure, the University provides a well-maintained, eco-friendly, and sustainable environment for all stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 66.69

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2757	2816	2506	2486	2412

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	View Document
Upload Sanction letter of scholarship and free ships (in English).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

SNDDT Women's University offers career counselling, e-counselling, and guidance for competitive examinations to equip students with the necessary skills and knowledge to excel in their profession or pursue further studies. These activities not only enhance students' employability but also contribute to their overall development.

- **On-Campus Career Counselling Activities:** Here the placement incharge/officer of colleges/ departments organise on-campus career counselling involving face-to-face interaction between counsellors and students, providing personalized guidance based on individual interests, strengths, and career goals. The career counsellors engage students in individualized sessions to explore career options, discuss strengths and weaknesses, and offer advice on career paths based on their skills, interests, and aspirations. Regular workshops and seminars focus on different aspects of career development, including resume building, interview preparation, networking, and industry trends. The guest speakers, such as industry professionals and alumnae share insights on job markets and career opportunities.

The Career fairs organised at Juhu campus brought students and potential employers together, allowing students to explore job opportunities, internships, and graduate programs. Career counselling help students secure internships, which provide valuable hands-on experience. We organize specialized training sessions in soft skills such as communication, teamwork, and leadership, as well as technical skills relevant to students' fields of study. These programs enhance the employability of students and make them more competitive in the job market.

- **E-Counselling Activities:** E-counselling is widely used method of career guidance, providing students with flexibility and accessibility to counselling services through digital platforms. Links for virtual counselling sessions through video conferencing platforms, making it easier for students to access guidance from career counsellors are provided. E-counselling services like usage of digital tools like career assessment tests, personality quizzes, and aptitude evaluations are integrated that help students to identify their strengths and align potential career paths. Online webinars and workshops focused on career planning, skill development, and industry-specific insights are organised. These sessions have helped students with valuable learning opportunities and encouraged them to submit their resumes and cover letters online with the help of career counsellors. Online job portals guidance is provided to students to have access to job listings, internships, and industry news.
- **Guidance for Competitive Examinations:** Structured guidance is provided to the students who aspire to succeed in competitive examinations for careers in government services, banking, engineering, and higher education. The Competitive Exam Cell organises coaching sessions for major competitive exams like UPSC, SSC, GATE, GRE, CAT, etc. These sessions cover exam syllabi, preparation strategies, and time management techniques. The departments/colleges/guidance cell provide access to quality study materials, reference books, and online resources ensures that students have the tools they need to prepare effectively for competitive exams. Regular mock tests and practice sessions improve their test-taking skills, and boost their confidence. These are conducted both online and offline.

Due to the continuous efforts of university/departments/placement/competitive exam cell we have interested students participating in career counseling programs and qualifying NET/SET/GATE, etc. and placed in good companies with good package.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 78.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
901	912	922	902	892

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 51.02

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
272	339	268	262	164

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.11**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 149

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 138

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	07	27	15	30

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The university does not have a formal Student Council (as per Maharashtra Public Universities Act, 2016; No. Vipani-2019/C.R.229/U.E.3., dated August 14, 2019). However, to ensure active student participation in academic and extracurricular activities, the university promotes student engagement across various initiatives. The **Department of Student Development (DSD)**, established in 1966 (initially known as **Department of Students Welfare**), has played a pivotal role for over four decades in contributing to the growth and welfare of the student community. The department's mission is to facilitate the physical, social, emotional, and intellectual development of students through diverse extracurricular and co-curricular activities.

The DSD coordinates with 308 colleges affiliated and conducted by **SNDT Women's University** across Maharashtra, Gujarat, Madhya Pradesh, Goa, Assam, and other regions. It focuses on fostering holistic student development by organizing various programs aimed at nurturing talent, creativity, and leadership skills. The department provides a platform for students to showcase their innate abilities and ensures they have the opportunities necessary for personal and professional growth.

During the pandemic and subsequent lockdowns, the department faced significant challenges in conducting physical activities. Despite this, the university's student bodies within different departments and colleges maintained strong engagement among students through online platforms. Numerous awareness campaigns were launched, educating the student community about COVID-19, preventive measures, and the importance of personal safety. The students effectively leveraged social media to spread awareness on the pandemic, addressing its causes, precautions, and care strategies. One of the student was awarded Covid Yodha Certificate for her dedicated service.

To support students during the difficult period of isolation and maintaining the well-being of students

during the crisis, the university organized online counseling sessions by experts to help manage the mental health challenges caused by stress, isolation, and inactivity. Additionally, the department actively promoted vaccination by disseminating information on its importance and organizing special testing and vaccination drives for students and staff on university campuses. This initiative ensured that students were well-informed and had access to essential health services during the pandemic.

To keep the spirit of student activities alive, several departments also organized online cultural events, demonstrating the resilience and creativity of the student community. Students used online platforms to showcase their talents through activities such as dance, music, poster-making, elocution, debates, group discussions, and infographs in a virtual format. The use of technology enabled students to continue expressing themselves and participating in university life even during lockdowns.

Post pandemic the regular activities were resumed by the department of student's development which include Tejaswini – Best all-round student, Yuva Mahotsav – cultural activities, Abhivyakti- Technical fests/events, leadership camps and other activities like online quizzes, competitions, marathon, clean-up drives, etc. Student-led conference were also organised by the university.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 100.03

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
23.56	15.12	24.7	21.51	15.14

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The **SNDT Women's University (SNDTWU)** recognizes the significant role that alumni play in the growth and development of the institution. To formalize alumni contributions and engagement, the university has a registered **SNDTWU Alumnae Association** that came into existence on August 10, 2022 (Registration No. 1324/2022). This step not only formalized the relationship between the institution and its alumnae but also streamlined alumni support, ensuring continued collaboration for the betterment of the university and its students. Apart from the registered association, all the university departments and conducted colleges of the university have their own alumnae associations.

Every year, SNDTWU celebrates its **Foundation Day on July 5**, where distinguished alumnae are felicitated for their achievements and contributions. This event serves as a platform to recognize the outstanding accomplishments of alumni and to strengthen their connection with the university.

Many alumnae serve as members of the **advisory committees** for their respective departments and colleges. Their industry experience and academic expertise allow them to offer valuable advice on curriculum updates, emerging trends, and strategic planning and aligning academic offerings with industry needs and enhance the employability of graduates. Their contributions ensure that departments stay relevant in a rapidly evolving academic landscape.

Departments frequently invite their alumnae to deliver **guest lectures, workshops, and seminars**. These sessions provide current students with first-hand insights into the professional world, covering topics such as career development, industry trends, and emerging technologies through their personal experiences. This also serves to inspire students by providing them with role models who have excelled in their respective fields.

To enhance alumnae engagement, departments actively use **social media platforms – Facebook (4.2K members), Telegram (406 members), WhatsApp (237 members), SNDTWU Alumnae Association Website (3123 members)** and other digital tools to stay connected with alumni. Through regular

updates, newsletters, and virtual meetings, the university maintains strong communication with alumnae, encouraging their continuous participation and involvement in various activities.

Departments regularly recognize and celebrate the achievements of their alumnae by presenting them with **awards** and public acknowledgments. This not only serves to honour alumnae for their professional success but also strengthens the bond between alumni and the institution. Recognized alumnae often return to support the institution, contributing through mentorship, financial donations, and other forms of assistance.

Alumnae, especially those from technology and business sectors, actively engage in **mentoring** programmes guiding students on a variety of topics, such as career planning, placements, higher studies, and preparation for competitive exams. By sharing their own experiences, alumnae help students make informed decisions about their future.

SNDTWU has established an **Incubation and Innovation Cell** that fosters entrepreneurship among students and alumnae. Alumni entrepreneurs collaborate with the university to provide guidance, mentorship, and resources to aspiring entrepreneurs to their business ideas into reality.

Alumnae also contribute financially by **sponsoring cultural and academic events** organized by various departments. These events, which include seminars, conferences, and subject-specific programs, benefit from alumni funding and support, ensuring their success.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

SNDDT Women's University is guided by the emancipatory vision of empowering women through higher education in all its diversity, thereby creating enlightened citizenship. A well-articulated vision and mission provide holistic education that cultivates respect for individual identities, cultures, and environmental interdependence.

NEP Implementation: It is an honour for SNDDTWU as the GoM nominated Honourable Vice-Chancellor Professor Ujwala Chakradeo as Chairperson of NEP-2020 implementation committee in the state. The strategic plan is implemented by periodical meetings with BOS members, heads and faculty members. Meetings with the Steering Committee (Sukanu Samitee) accelerated the process through discussions and guidance. Awareness programmes were conducted for the departments and colleges along with hand-holding to implement NEP-2020.

PG and UG Programmes are revised as per NEP-2020 and implemented from AY 2023-24 and AY 2024-25 respectively. To address the multidisciplinary approach, the Centre for Holistic Education, Training & Innovation (CHETNA) is established wherein teachers offer a variety of short-term courses. Departments also offer 2 credit courses in hybrid mode to students to learn from other disciplines on the campus under CBCS. Bharatiya Gyan Sanskrit Evam Yog Kendra is established to align with the objective of NEP-2020 to connect the students with their cultural roots through Indian Knowledge System. The TLC-Teaching Learning Centre under PMMMNMTT equips teachers for integrating innovative pedagogies with technology through FDPs and disseminates quality inputs to teachers across the country.

Sustained institutional growth: Student life cycle from admission to result is online. The dual degree programme is implemented. Few programmes are offered in hybrid mode as per UGC guidelines. Feedback is invited from stakeholders to improve curriculum.

SNDDTWU supports faculty members and students with financial assistance along with quality library resources. The Research Advisory Committee and Research Recognition Committee are formulated as per the MPU Act 2016 for taking decisions related to Ph.D. work.

The new campuses at Shrivardhan, Palghar, and Chandrapur cater to the academic needs of women from rural and tribal areas. All campuses have well equipped libraries. The libraries in Churchgate, Juhu and Pune campuses have software to meet the needs of differently-able students also.

The medium of instruction available is English, Hindi, Marathi, and Gujarati.

The competitive examination centre prepares students for examinations like NET/SET, UPSC/MPSC, Banking, etc. The university offers opportunities for continuation of education and community engagement at any stage of life.

Decentralization: Statutory and other officers have regular meetings with the Vice-Chancellor to discuss, review and plan the administrative strategies. Deans of faculties guide BOS on academic matters. Weekly meetings of the Finance & Accounts officer with HODs and staff are scheduled online to review finance related queries. Conditional financial autonomy is enjoyed by heads of the department. Rotational headship prepares teachers for leadership. For smooth functioning of all campuses, weekly online meetings are conducted by campus coordinators with campus advisory committees and senior officers of the university.

A well-structured grievance redressal mechanism in the form of Students Grievance Cell, Internal Complaints Committee, Women Development Cell, Special Cell, etc. are functional in providing fair treatment to all.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The university has a five-year perspective plan for development of its affiliated colleges at strategic locations which undertakes rigorous planning for enhancing the GER of the State. Over the last five years the number of affiliated colleges has increased from 183 in 2018-19 to 261 in 2022-23 across 7 states of India. Regular workshops and meetings with affiliated colleges and university departments are held for effective administration.

Moreover, the strategic plan of the University is guided by the vision of the University focusing on skilling and professional development of students along with nurturing student diversity. The strategic plan is conceptualized in a decentralized manner for increasing access, improving quality, encouraging interdisciplinary and transdisciplinary programmes, and developing innovative teaching learning pedagogy. The university revisited and revised the curriculum of UG and PG programmes as per NEP-2020 and started skill-based, value-added short-term courses. The student admission process, examinations, finance, affiliation, and administration are all automated. Physical infrastructure such as the Big Auditorium, Libraries, Departmental Labs, Sensory Labs, Food Product Development Lab, etc.

have been upgraded through funds received from RUSA, GoM, corporates and individual philanthropists.

Rooted in the University's enduring commitment to encourage women's entrepreneurship, WISE-Women Innovation Start-up Entrepreneurship Cell (established in 2020-21) serves as a platform for incubating innovative business ideas of women. WISE recognizes the values of incubation in nurturing start-ups, offering vital resources such as workspace, seed funding, mentorship, and access to a robust network of industry partners.

SNDTWU is a State University and is governed by the MPU Act 2016. The University Secretariat, the General Administrative Department, Affiliation Section, Academic Section and Special Cell are the major departments headed by the Registrar. The Finance and Accounts Department is headed by the Finance Officer and the Examination Department is headed by the Director of Examination and Evaluation. The University has appointment and service rules for all its permanent and temporary employees. The University has established various bodies that ensure efficient implementation of the policies pertaining to placement, research, student welfare, disability, IT, etc. The policies spell out the SOPs for implementation of the processes to be followed in any administrative, academic and research activities.

Recruitment and promotion of both teaching and non-teaching staff are as per the MPU Act 2016. The University maintains utmost transparency in recruitment and promotions. Vacant positions for full time and contractual teachers are filled as per the procedures given in the Act. Promotion under CAS for teaching staff and DPC for non-teaching staff is conducted periodically.

Anti-ragging Committee is constituted at the University level and the academic departments disseminate the same information to all the students. Under RTI Act, information is accessible from any Central or State Public Authority and the details of university committee for the same can be accessed from <https://sndt.ac.in/rti/>

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

SNDTWU is a state public university and is governed by the MPU Act 2016. The University has a performance appraisal system for both aided and unaided departments' permanent teaching and non-teaching staff. SNDTWU has an appraisal system based on GR by the Government of Maharashtra. Self-appraisal is obtained from each employee in the prescribed format at the end of the Academic year. This gives an opportunity to employees to reveal their contribution towards the development of the university. The filled form is reviewed by the Reporting Officer and submitted to the Reviewing Officer who gives the final remark based on the contribution of the employee and the remarks by the Reporting Officer. The reviewing system keeps the employees motivated due to transparent assessment. For the management, the appraisal system works as a tool to take necessary action in accordance to their level of performance during the Career Advancement Scheme (CAS) for teachers and Departmental Promotion Committee (DPC) for non-teaching staff. Effective welfare measures for teaching and non-teaching staff are available. Teaching faculty is encouraged to enhance their knowledge by attending workshops, exchange programmes or visits to other universities, etc. Financial assistance is given to teachers for research through University funds and other earmarked funds. Few faculty members have availed of Study Leave/ Faculty Improvement Programme for completion of PhD Programme.

Group Insurance Scheme and Festival advances are available for non-teaching staff. The university takes

care of the health and safety of the employees at workplace. The University also provides umbrellas, uniform material and stitching charges, shoes, socks, polish and brush to drivers, peons and security staff.

Medical advances for cancer patients, Antigen tests and medical check-up are available for both teaching and non-teaching staff. Employees are supported with medical leaves in case of illness. Teaching and non-teaching staff can avail of Maternity Leave, Child Adoption Special Leave, Surrogacy Leave, Child Care Leave and Leave without Pay which is made available to the staff after approval by the Management Council. Medical advances are available for critical illness of family members. There are child care centres at Pune and Juhu Campuses.

The employees are honoured with silver coins on retirement as a mark of appreciation to their commitment to work. University also awards the best teaching and non-teaching staff every year.

Workshops are organised for teaching and non-teaching staff for professional development and to enhance efficiency at the workplace in the areas such as IT skills, Stress Management, Team Effectiveness, etc., in order to enhance their productivity. Weekly online meetings to address issues related to accounting and finance are organised by the Finance Section. Campus wise weekly meetings to sort out issues related to campuses have brought in efficiency in administration. Programmes on POSH, CAS, API forms, etc have been organised for the benefit of teaching and non-teaching staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 64.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	90	17	173	155

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 62.72

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
166	96	43	115	125

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Being a public university, SNDTWU receives funds from the state government which include the salary grant and various central government grants from RUSA, UGC, DST, DBT, ICSSR and other agencies.

In addition to this, the progressive legacy of the University towards the cause of women empowerment has resulted in successful mobilization of funds of the University from various governmental and non-governmental sources. Committees are set up to initiate the process of raising funds from the government and under CSR activities. The Grants Section takes care of all the grants received and its utilization.

The University takes consistent efforts to mobilize funds from various individual donors, philanthropists and Non-Government Organizations. One such initiative was the 'Bhaubeej Nidhi' made available for the economically deprived students after careful scrutiny of the applications. Similarly, Sir Vithaldas Damodar Thackersey Charitable Trust, TATA Educational and Development Trust, Akhil Autism Foundation, Poonawala Foundation, the Eco Factory Foundation, and other philanthropists have contributed to helping students fund their education and also for upgrading the infrastructure.

Laxmi and Usha Mittal Foundation have funded the renovation of Usha Mittal Institute of Technology at Juhu Campus. The PG department of Marathi received funds for renovation. Maharashtra State Innovation Society (MSInS) provided fund for identifying and funding women entrepreneurs. Alumnae of the University have extended support by providing funds.

The Government of Maharashtra has allotted a land of 50 acre in Ballarpur, Chandrapur for an additional campus of SNDT WU along with the funds of Rs. 600 Crores. All the financial resources obtained for any purpose are received centrally in Registrar, SNDTWU Bank Account, approved in the management council and are further deployed for the stated purpose following the University procedures.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 980.14

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
296.96	0	640.56859	42.61394	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

SNDTWU has been using customized accounting software Uni-suite since 2015-16. One of the major customizations done in the software is simultaneous support for distributed as well as centralized accounting, which is a very specific need of the University. Various modules used in the software are income, expenses, bank reconciliation, salary, investment, budget, financials etc. The consolidation of financial statement and University budget is done in Uni-suite.

INTERNAL AUDIT: As per the Maharashtra Account Code 2012 Point no. 1.49, the internal audit of the University is performed by the outsourced agency for the financial years 2018-19 to 2022-23. The appointment of internal auditors is done following the government approved process of expression of interest through the Finance and Accounts Committee and final approval is taken from the Management Council of the university.

STATUTORY AUDIT : As per Maharashtra Account code 2012 point no.1.50 and section 135 of Maharashtra State Universities Act 2016, the statutory audit of the University is performed by the outsourced agency for the FY 2018-19 to FY 2022-23. The appointment of statutory auditors is done following the government approved process of expression of interest through the Finance and Accounts Committee and final approval is taken from the Management Council of the university.

Besides, for speeding up the process of accounts writing Chartered Accountant firms are outsourced. Frequent meetings are organized with the committee to monitor this aspect of audit.

Audit observations in previous year reports are addressed in the next financial year audit and resolved. For any rectifications if approval of the Management Council is required then the same is sought and necessary adjustment entries are passed.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The intent of IQAC is to enhance the quality of HEIs by improving academic performance and holistic development of students. IQAC develops policies for seamless administration and ensures its implementation.

The following activities are spearheaded by IQAC:

1. **Academic and Administrative Audit (AAA):** AAA is done once in three years and the results are analyzed for identification of areas of improvement. The reports are communicated to the departments/institutions/affiliated colleges for compliance.
2. **Appraisal system:** Through a structured appraisal system, feedback is collected from students, staff, alumnae, and employers regarding curriculum, teaching learning, and other facilities of the university. After analysis of the feedback necessary actions are taken.
3. **Strategic Plans:** The IQAC committee meets regularly to discuss problems and devise strategies to resolve the same.
4. **Quality Assurance:** The IQAC conducts various activities for improving the ranking of the University like; preparation of Annual Quality Assurance Report and Self-Study Reports of various accreditation bodies; evaluation of Performance Based Appraisal System for Career Advancement Scheme, and organizing FDPs/ workshops/seminars focusing on quality enhancement.
5. **MoUs:** MoUs are signed for joint research, faculty and students exchange, training and development, internship, and placement with various organizations.
6. **Implementation of NEP 2020:** IQAC is involved in revision of PG and UG programmes structures and syllabi following the guidelines of NEP 2020.
7. **Mentor- Mentee scheme:** IQAC is playing a crucial role in implementing the mentor mentee scheme of GoM by handholding of conducted / affiliated colleges to improve their quality for accreditation process.

Following are the two best practices initiated by IQAC:

1. **Implementation of NEP 2020:** SNDTWU has taken the initiative of this multi-layered task that

involves addressing the concerns and queries of stakeholders, looking into the available resources and coordinating the resources for optimum utilisation to achieve successful implementation of NEP-2020. Meetings and seminars were conducted to apprise stakeholders about NEP-2020 and their crucial role in implementing it. The programmes are restructured as per the recommendations of Kulkarni committee and guidance from Sukanu Samiti. To facilitate multidisciplinary approach, CHETNA is established and is a reservoir of need based, value added courses and are available to all students of SNDTWU. The IKS has designed generic and specific courses that are applicable in PG and UG programmes. Departments are offering value added courses that promote cultural competence of students. The Dual Degree program is offered from 2022-23.

2. Faculty Development in Innovative Pedagogies: NEP-2020 focuses on learner-centred pedagogy and even SNDTWU always believed in 21st-century skill-development through innovative and ICT-integrated collaborative pedagogies. All syllabi consist of POs, COs and also separate sets of LOs per 1-credit modules alongwith specific CCE assignments. SNDTWU trained its faculty in outcome-based education, blended learning, collaborative and ICT-integration strategies through 25+ workshops. Even pandemic sessions were not lecture-driven. Apart from case-studies, role-plays, debate-discussions, unique and constructivist approaches like 'learner-agency' and 'student-led workshops' are practiced. Teachers use Google classroom, other LMSs like Edmodo, Canvas, and Moodle LMS. Collaborative concept-maps, posters, infographics, digital walls, and individual ePortfolio are popular among students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

On the basis of the suggestions from the NAAC Peer Team in 2015, the university has implemented some key initiatives to enhance its academic and administrative operations.

1. Interdisciplinary Approach and Add-on Courses: The University introduced 56 value added courses during 2018-19 to 2022-23. The University introduced a variety of interdisciplinary short-term courses across different departments. CHETNA - Centre for Holistic Education, Training, and Novel Advancements is established to provide need-based, value-added, and add-on courses.

2. Faculty Recruitment: As per the directives of GoM 2015, there was a restriction on direct recruitment, which led to serious challenges to the University for filling up vacant faculty positions. However, following the revised government regulations in 2022, the university has initiated communications with government to approve and fill up these vacancies. The university received approval for filling up posts and therefore the process of recruitment is initiated. However, appointment of teachers on a contractual basis is done every year following proper procedures for the smooth functioning of academics.

3. Departmental Reorganization: The Ph.D. cell is separated from the academic section to focus on the procedures followed for smooth functioning and improvement of the PhD programme. Headship of the departments on a rotational basis was started in 2018 to give opportunities of leadership to all senior faculty. To encourage students to appear for competitive exams, university established a Competitive Examination Centre. Reorganization of various departments into School of Home Science, School of Languages, School of Social Sciences and School of Education is in process.

4. Support for Women Staff and Students: The University has established a legal cell to give legal guidance to students and faculty when required. There is an Internal Complaints Committee and a Student Grievance Committee which addresses any issues raised by the students and faculty. There is a provision of common room in all the campuses which is used by the students as and when required. Participation in conferences and seminars by students and faculty is supported by the university by granting them leave of absence. In addition, the students representing university at national and international level are given concession in attendance, exam schedule and five additional marks to recognise their contribution in the progress of the university.

5. Student Engagement in Arts and Music: Students specializing in music and arts have been provided platforms to showcase their talents through public concerts, television programs, art exhibitions, enhancing their practical exposure and professional growth.

6. Upgradation and Modernization: Significant investments have been made in upgrading university facilities. This includes enhancing ICT facilities, establishing smart classrooms, and language labs. The eLearning Centre has set up Chroma Studio for faculty training and development. All the systems in the university are automated for smooth and seamless functioning.

7. Centralized Placement Cell: A Centralized Placement Cell has been established in addition to the department placement cells to support internships and job placement opportunities for the students. Job fairs and talks with industry experts are organized to create awareness amongst the students about various job opportunities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

With the core mission and vision of gender equity, SNDT Women's University (SNDTWU), has designed curriculum, including conventional professional and technical programmes to equip women professionally. These programmes explore gender, intersectionality, and various dimensions of identity to foster critical thinking and discussions on gender beyond the binary. Research Centre for Women's Studies (RCWS), is the largest and oldest of its kind in India. It was identified at the Centre of Excellence by UGC. Gender sensitisation programmes are regularly organized on campus, and there are gender focused outreach activities. Majority of circular and research activities of the University focus on women. Some of the programmes organised by the University include, "R.D.Karve Lecture Series" on Commercialisation of Women's reproductive health, Poster exhibition on "Women Freedom Fighters During Freedom Struggle", public lecture on "Women in Science" and Jagrani Special lecture series, which is flagship program on women scholars in Indian history.

Seminars and Webinars promoting gender equity include "Gender Implications of Covid-19 pandemic", webinar on 'Women in Freedom Movement', Rights of Differently Abled Women and seminar on "Women, Health and Beyond". FDP on "Gender Sensitization" in association with MSFDA. Panel discussions on gender issues such as "Independence & Gender issues", "Women's Reservation Bill" were also carried out at the university by various departments.

The University faculty has worked in collaboration with the National Commission on Women on various research projects. Faculty members have also contributed papers and completed projects on issues relating to Gender. The College of Pharmacy has conducted several studies on development and evaluation of various herbal ingredients for treatment of vaginal infections, vitamin deficiency, skin problems, etc.

Gender equity awareness street plays, self-defence training such as "Rajmata Jijabai Girls Self Protection Training", workshops on "POSH" and "Menstrual Hygiene Awareness Programme" are an integral part of the University's working. University's Psychology department started Tele-Samwaad, Tele-Counselling & Mental Health Facility during COVID-19 for Students of SNDTWU.

Women occupy leadership positions in the University administration. Majority of the members of the Board of Studies, Faculty and Academic Council are women. Majority of the teaching and non-teaching staff of the University are women. Diversity in terms of caste is ensured in the student

population. The University welcomes transgender persons in the distance learning programmes. Events such as Swanubhav conducted by Life Long Learning Department encourage women from marginalized communities to show case their craft work. The centre for competitive examination trains students for competitive exams.

The campuses of the University are safe spaces and gated communities where entry is restricted only for faculty, staff, students and visitors. Installation of CCTV cameras ensure 24x7 check as well as evidence in case of a breach. University has also designed and set a “Zero Tolerance” to ragging to ensure safety of each student on the campus. The policy is available on the university website <https://sndt.ac.in/pdf/policies/zero-tolerance-policy.pdf>

Sanitary pad vending machines for students have been installed in various colleges throughout campuses. The University has the Internal Committee regularly attending to cases of sexual harassment to ensure safe campus.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

Solid waste management for degradable waste: Biodegradable solid generated at SNDTWU Juhu campus consists of dry leaves from plants, food wastage etc. These items are collected at and converted into manure with the help of Vermicomposting. Astha Mahila Bachat Gat has helped in the installation of a vermicomposting plant at Juhu campus. In March 2023, in collaboration with Econnect knowledge foundation and RUR greenlife private ltd composting stations were installed. These 10 stations help to manage on an average 84 kgs of solid wastes generated at canteen and other places in Juhu campus. They serve as a sustainable approach towards urban solid waste management.

Waste recycling system for non-degradable waste: Segregation of waste is an important step in waste management and disposal. The University campus provides dry and wet waste collection points. The training sessions for the staff and students are organized every year to sensitize them with respect to waste segregation. The Pune campus has installed recycling points which help to recycle the paper and plastic waste generated from time to time by getting help from dry waste collectors. The University encourages minimum use of paper. Admission, registration and fee payments are all done online. Reuse of furniture, paper and equipment is done.

Biomedical waste management: C. U. Shah College of Pharmacy is having an animal house facility for conducting pre-clinical studies on small animals for efficacy and toxicity testing. Bio-waste is created as a result of animal experimentation and BMC has issued separate guidelines for disposal of bio-waste. As per the BMC guidelines, the institute is in contract with SMS Envoclean for disposal of bio-waste which is generated at the animal house.

E-waste management: With the initiative of PV Polytechnic and FRM department, E- waste is collected and recycled with the help of The Recycling Company Threco Recycling LLP. In last five years, 1675 kg of e-waste have been recycled by eco friendly ways.

Hazardous chemicals and radioactive waste management: Central pollution control board, Ministry of Environment, Forest and Climate change, Government of India has laid down guidelines for Hazardous and waste management. Management of hazardous chemicals and radioactive waste management is followed at SNDTWU as per UGC guidelines.

Events and workshops arranged for awareness of waste management in campus: The cleanliness

drives, “swachhata hi seva” through “Shramadan”; were organized at all the campuses of university as a part of Swachh Bharat Mission of Government of India. Workshops regarding segregation of waste, awareness of hazards of plastic waste were organized at different campuses for students and staff.

Various courses are offered on Waste and Waste Management focusing on the issue of waste and solid waste by applying the 4 R's for developing awareness and favourable attitude regarding waste generation and policies for waste management.

In order to ensure, clean campus and hygiene, university carries out drainage cleaning in 3 campuses before the rainy season commences.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The green campus policy of SNDTWU can be accessed at <https://sndt.ac.in/pdf/policies/green-campus-policy.pdf>

The five SNDTWU campuses in Churchgate and Juhu (Mumbai), Pune, Shrivardhan, and Chandrapur can be described as green sanctuaries, amidst the city's hustle. Each campus conducts regular energy audits to reduce energy wastage and enhance efficiency. Green energy practices, including solar energy initiatives, are implemented across all locations, significantly minimizing electricity consumption. The university's NCC and NSS units frequently organize awareness campaigns and plantation programs to promote energy conservation and resource optimization. The administrative sections across all five SNDTWU campuses embrace the 'green office' concept, minimizing paper use and focusing on reducing the carbon footprint. Green initiatives, such as a comprehensive green policy, provide a framework for fostering eco-friendly practices. Some of the administrative green practices include green notice boards, registrations for events through QR codes, electronic notice boards and paperless admission process. More than 50% of the ground surface is kept free from concrete, in all three campuses, which allows more water percolation during rainy season and helps increasing ground water level.

The campuses have limited vehicle access and promote energy-saving transportation options such as electric vehicles and bicycles. Pune campus was awarded an e-scooter to be used in the campus. University prioritizes water conservation, waste reduction and processing, rainwater harvesting while integrating sustainability into teaching, learning and research.

The Mumbai, Pune, Shrivardhan and Chandrapur campuses emphasize biodiversity through student-led tree-planting activities and converting specific areas into biodiversity-rich zones. The Juhu campus, in particular, features vegetable gardens, medicinal plant garden, and composting pits. Energy-saving measures include the installation of efficient tube lights, increased use of LED lamps, and minimizing air conditioner use by maintaining a set temperature of 25-26°C. Vehicle entry is restricted on all campuses, encouraging all to use energy-efficient transportation like electric vehicles and bicycles. Additionally, single-use plastics are banned, with students and staff are encouraged to carry steel bottles, cloth bags and using metal or glass bottles at all official programs of the university. University has installed solar powered weather station in collaboration with City University of New York, which monitors air pollution and weather on a micro-scale in Mumbai. University also conducts green audit, energy audit and environment audit on regular basis.

Medicinal plant Garden: The SNDT Women's University established its experimental Herbal Garden named 'Baya Karve Van Aushodhi Udyan' – The Garden of Wellness - on its Juhu

campus which has about 100 species of plants and herbs. It has established to provide the all stakeholders an understanding of the various herbs and medicinal plants and their use in daily lives.

Miyawaki Garden: At SNDTWU's Juhu campus, a Miyawaki garden has been established, which helps absorb both air and noise pollution from the busy Juhu Tara road. The forest positively impacts the local ecosystem and community within a 2 km radius. It also raises environmental awareness among students and the broader community about going green. The area dedicated to the Miyawaki forest is maintained, preventing the growth of unwanted weeds and enhancing biodiversity.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

University has policy for persons with disabilities which can be accessed at <https://sndt.ac.in/pdf/policies/disability-policy.pdf>

SNDTWU has a post graduate department of Special Education where programmes are being offered to train teachers for children with disabilities. This Department also has an Experimental School for children with special needs; Arushi-The Learning Centre. This is the service provided by the university as a community outreach programme for families who have special children. A nurturing and safe space for learning is provided to about 25 children having different needs and helping them to achieve their optimum growth.

Built environment with ramps/lifts for easy access to classrooms: All the campuses of the University provide ramp and lift facilities for easy access to various buildings. For making easy and safe movement of students using wheelchairs the ramps have reduced inclinations. There is wheelchair facility also provided if anyone needs the same. The lifts are wide and have Braille signage. Adequate railings are installed in all the buildings wherever needed for the comfort and safety of all people, especially those with mobility problems.

Disabled-friendly washrooms: Specially designed disabled friendly washroom facility is provided to better accommodate people with physical disabilities and reduced mobility. These washrooms have grab bars for the convenience of the disabled.

Signage including tactile path, lights, display boards and signposts: All the campuses of university have numerous signs and displays inside as well as at the entrance of campus. These are helpful to orient visitors to the different facilities in the buildings and departments of the University. The displays are colourful and designed in contrast colours for visibility. The lifts have braille signs. The contrast sign boards make the disabled students feel comfortable to move to any place in the campus without any confusion.

Assistive technology, facilities provided to make disabled-friendly environment: Assistive technology is made available to students with disability. Screen reader like JAWS (Job access with speech) software is available at knowledge resource centre. The differently abled students are having specially designed classrooms, computer room, therapy room and play area on the campus.

Provision for enquiry and information-Human assistance, reader, scribe, soft copies of reading material-

Human assistance: Reception counters provide human assistance and all the required information to the differently abled person at different institutes and departments as well as in knowledge resource centres of the University. People with disabilities are employed at the university.

Scribe: As per the Maharashtra State Government rules, students with disabilities are given the prescribed concessions as needed while writing the examination. A scribe can be appointed for the candidate who is unable to write her own examination after providing her disability certificate to the controller of examination.

Department of Special Education organizes different programmes such as disability awareness week, International Day of Persons with Disabilities, seminars and conferences on disability and diversity from time to time to sensitize all the students and the faculty of the University to create an inclusive environment.

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

The all-India jurisdiction of the University and the admission policy ensures a diversity of student population. The Shrivardhan and Chandrapur campuses of the University are focused on empowering tribal girls through STEM education, skill education and professional courses to extend the inclusive agenda beyond urban areas. Scholarships are awarded by the University through its Bhau Beej Nidhi, SUUTI fellowships which encourage marginalized students to pursue higher education. The University offers programmes in four mediums, English, Hindi, Marathi and Gujarati at all levels and examinations are held in all four. The syllabi of various programmes and student excursions and heritage walks create awareness about the rich diversity of the nation. The University has collaborated with other Universities outside of Maharashtra for inculcating knowledge of different provinces. Under the Government initiative of “Ek Bharat Shreshth Bharat”, many activities were undertaken by students of all departments to promote inclusivity in diversity. Events are organized to have dialogues about marginalized groups, and seminars are conducted on the Rights of Differently Abled Women and conferences are organized to have conversations around inclusion of diversities in the mainstream. Language days such as Marathi Bhasha Din, Hindi Diwas, World Language Day etc. are held to celebrate linguistic diversity within the campus. The various commemorative days celebrated also reflect the inclusive approach, such as celebration of Mahaparinirvan Din, Savitribai Fule Jayanti, Dyslexia awareness month, Gandhi Jayanti, National Unity Day and Cultural Day etc. The nursing department conducts annual health checkups for the underprivileged as well as for all staff and students.

The University through its mentoring programme and grievance cell ensures that issues of students from marginalized sections are sensitively handled. The university has established "ATMABODH" SNDTWU Mindfulness Cell, which focuses on Workplace Mindfulness, Cognitive Mindfulness Therapy, Mindfulness-Based Stress Reduction Program, as well as educating and training masses about bettering one's emotional well-being. The university has also established a Legal cell at the law school which provides free legal service to students and faculty and also creates legal literacy.

The university departments have collaborated with international organizations on various themes related to celebrating diversity. For example, Department of English collaborated with Stellenbosch University and arranged an international conference on, “Talking across cultures: Reading South-South Feminisms in India and South Africa” highlighting the cultural diversity between two nations. A National level seminar was organized by the Department of Special Education on the theme of “Rights of Differently Abled Women.”

As per NEP, 2020, university has also introduced a 2-credit course on Heritage of Mumbai, which aims to introduce and acquaint students to the rich heritage of the city and to the socio-economic and cultural processes that led to the city's growth. The University has established Women Innovation Start-up Entrepreneurship Centre (WISE) which mentors and facilitates young women in setting up their small business initiatives.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Sensitizing students and employees to constitutional obligations, including values, rights, duties, and responsibilities, is crucial for fostering a well-informed and engaged community that helps build a foundation of informed citizenship and encourages active participation in democratic processes.

The University is committed to encourage an inclusive environment that aligns with its vision and the State's reservation policies. This commitment is reflected in the diversity of its student population, which encompasses various caste, class, and ethnic identities. This approach not only supports equitable access to education but also enriches the learning experience by bringing together a broad spectrum of perspectives and backgrounds.

The University's efforts to extend its inclusive agenda are exemplified by several key initiatives. The newly established campuses at Shrivardhan, Palghar and Ballarpur aim to empower tribal girls by providing access to STEM education, thus reaching beyond urban centers to support underrepresented communities.

The University, rooted in a nationalist legacy, is deeply committed to upholding the constitutional values of equality, liberty, and fraternity. This commitment is reflected in its daily operations and institutional practices. Key events such as Constitution Day, Independence Day, Republic Day, Human Rights Day, and Women's Day are observed with the aim of fostering a strong sense of constitutional values among all stakeholders. These observances not only celebrate significant national milestones but also serve to remind students, faculty, and staff of their rights and responsibilities within the framework of the Constitution. Through these activities, the University reinforces its dedication to foundational principles and actively promotes awareness and respect for them within the academic community.

The University actively promotes civic engagement and constitutional values through a variety of initiatives. The University's National Service Scheme (NSS) and National Cadet Corps (NCC) units, which have received numerous accolades, embody the institution's commitment to service and discipline.

Student internships and faculty research collaborations with institutions like Human Rights Commissions offer practical insights into rights and duties, promoting both empathy and advocacy. Before the General Lok Sabha Elections, many activities were conducted to create awareness amongst students by all the departments, constituent colleges of the university. Some of the events include Student March, Voter Registration Drive, Voters Day Pledge and Survey, Democracy Fortnight Film Screening, Voter Sensitization Drive and Lecture. Details of these events can be accessed at <https://www.facebook.com/sndt.elcand> and <https://www.instagram.com/sndt.elc/>

The Department of Political Science has introduced a short-term 2-credit course on the Indian Constitution in their Masters Programme. Many departments like Department of Economics, Department of Political Science, School of Law, and the Research Centre for Women's Studies have courses devoted to make students aware about constitutional awareness. Orientation programmes are organized by various departments to enlighten students about their constitutional obligations. NSS activities, such as plantation drives and beach cleaning initiatives conducted in collaboration with other organizations, raise students' awareness of their responsibilities as citizens to maintain a clean environment.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Best Practice 1:

Title of the Practice: Green Campus Initiatives

Objectives of the Practice:

- 1. To promote the use of solar energy as an alternative to conventional energy.**
- 2. To recharge groundwater through rainwater harvesting systems.**
- 3. To manage solid waste using vermicomposting techniques.**

4. **To increase green spaces on campus through conventional and innovative plantation programs.**

Context:

These green initiatives include installing solar panels, rainwater harvesting systems, composting stations, and conducting plantation drives. The university also manages biomedical and electronic waste efficiently. These efforts contribute to creating greener spaces, reducing carbon emissions, conserving water, and improving waste management.

Practice:

1. **Solar Energy:** A 500-kilowatt solar power plant was installed on the university's 20-acre Juhu campus, under National Solar Mission. This initiative has helped reduce electricity costs while mitigating 15,375 tons of carbon dioxide emissions.
2. **Sensor-Based Energy Conservation:** The Churchgate campus has implemented sensor-based lighting in the restrooms of the Maharshi Karve Seminar Complex to conserve energy.
3. **Biomedical Waste Management:** The university's Pharmacy College has an experimental animal house facility, registered with the CCSEA. Biomedical waste generated from animal experimentation is disposed of as per BMC guidelines.
4. **Rainwater Harvesting:** At Churchgate campus, a plot of 6,000 square meters has been developed to recharge groundwater through rainwater harvesting. Rooftop and surface water runoff is directed towards stormwater drains, which helps recharge the groundwater table.
5. **Waste Management:** Two waste management plants have been installed at the Juhu campus in collaboration with NGOs. The university partnered with Aastha Mahila Bachat Gat for vermicomposting, which converts dry solid waste into manure. Additionally, a composting station set up with the help of ECGC Ltd. processes food remains into manure for campus gardening.
6. **Miyawaki Garden:** The Juhu campus has established a Miyawaki forest which enhances the local ecosystem and positively impacts the community within a 2 km radius.
7. **Solar-Powered Weather Station:** SNDTWU, in collaboration with City University of New York (CUNY), installed a solar-powered weather station at its Engineering College. The station collects and provides real-time data on environmental factors, including temperature, humidity, wind speed, air quality, and CO₂ levels.

Evidence of Success:

- After the installation of solar panels, an energy audit revealed a 60% reduction in electricity

bills at Juhu campus.

- Composting stations convert approximately 84 kg of food waste monthly into manure, which is used for campus landscaping.
- Rainwater harvesting system saves nearly 974,400 liters of water annually, amounting to over 4.87 million liters saved in five years.
- E-waste drives collected 1,675 kg of e-waste, which was recycled and disposed of in an eco-friendly manner.
- Miyawaki garden grows plants 10 times faster than usual, absorbing 30 times more CO₂ while retaining more water.
- SNDTWU was awarded 480th World's most sustainable university in the 2022 UI GreenMetric World University Ranking.

Problems Encountered and Resources Required:

To sustain and expand the Green Campus Initiative, the university needs additional financial resources and manpower. One major challenge SNDTWU faced was the limited human resources to fully operate the 10 composting stations on the Juhu campus.

Best Practice 2:

1. Title of the Practice – “Reaching the Unreached”

2. Objectives:

1. Offer quality and value-based education, skilling, entrepreneurship to marginalised women students.
2. Reach out to community by enabling the underprivileged women to become financially independent, aware about their legal rights and health.

3. The Context:

1. **Community Outreach and Awareness Programs:** Various outreach programs like, drives, workshops, seminars, training, street plays are organised to raise awareness about personality development, health nutrition, and hygiene etc. all departments of the university, NSS volunteers and NCC cadets.
2. **Inclusive approach:** University actively takes steps to reach out to students coming from challenged socioeconomic backgrounds. Especially, Department of Lifelong Learning and Extension (DLLE), through their flexible curriculum and collaboration with NGOs, extend their programs to marginalised students, without age bar.

4. The Practice:

- 1. Admission process is as per government of Maharashtra reservation regulations, through online process, which ensures accessibility and transparency.**
- 2. Financial support is offered through scholarships such as Bhaubij fund, SUUTI scholarships, government and non-government scholarships.**
- 3. University offers multilingual teaching and examination in four regional languages-**
- 4. University has established a WISE incubation centre, providing a platform to women entrepreneurs.**
- 5. The NSS departments have adopted Chinchani Village in Palghar District. which is a combination of three Adivasi Padas-Moripada, Magilpada and Talepada.**
- 6. DLLE conducts various awareness programs and offers skill-based training to marginalized females.**
- 7. University has acquired Job Access with Speech (JAWS), a software for students with visual impairment to be able to read the screen or listen to the text.**

5. Evidence of Success:

- 1. 2546 students from reserved category have taken admission in last five years.**
- 2. 66.48% of the students have received shloarships from various sources.**
- 3. WISE has approached more than 318 start-up networks, raised Rs.80 million, deployed funds worth Rs.12 million and organised more than 50 events. (<https://www.wisesndtwu.org/>)**
- 4. NSS division has adopted three Adiwasa Padas in the outskirts of Mumbai, where camps are routinely organised to interact with villagers and to facilitate distribution of clothes and hygiene products.(Approx population 13646)**
- 5. In the last five years, 411 community awareness programs were organized in collaboration with NGOs and 23450 participants benefited from them. These programs were conducted throughout Maharashtra, on diverse topics in local languages for ease of communication. 419 skills-based courses conducted in the last five years, and 14311 participants as beneficiaries. Some were conducted in slums of Dharavi,Mumbai, and Jail inmates. Some were conducted in tribal areas of Palghar district and for rag pickers. DLLE has signed MoUs with 49 different NGOs for the same.**
- 6. The NSS departments of SNDTWU have collected approximately 744 bottles of blood and planted 3348 trees within and outside the campus. 3390 students have participated in**

various cleanliness drives and contributed to cleaning of various localities- Mahim, Arnala Beach, adopted villages, and SNDTWU campuses.

6. Problems Encountered and Resources Required

1. Need for funding and human resources
2. Limited time for implementation and documentation
3. Difficulties in getting permissions from the outside university agencies
4. Challenges are experienced during community outreach activities with respect to safety of girl students

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Women Empowerment

Established in 1916, SNDT Women's University emerged from the transformative energy of the 19th-century social movements and the early 20th-century national freedom struggle. The vision of both movements extended beyond political aims to encompass social reform, aspiring to build an egalitarian society. This vision is reflected in the University's motto, 'Sanskrita Stree Para Shakti', which emphasizes that an educated woman is a powerful source of strength. Founded by Bharat Ratna Maharshi Dr. Dhondo Keshav Karve, at a time when women's education was widely resisted, the University's long journey is intertwined with the broader national history of advancing gender equality. It has played a significant role in expanding educational opportunities within the ever-growing realm of higher education. Empowering women through education has been the guiding spirit of the University since its inception and this has been manifested in every policy of the University.

From the outset, every effort has been made to ensure that the University is an inclusive space for all women, regardless of caste, creed, religion, ethnicity, and now, sexual orientation. The demography of any classroom will reflect this diversity and the student constituency is not monolithic. In this context it should be mentioned that the University is a host to many first-generation learners from marginalized sections of the society. Therefore, the medium of instruction includes Hindi, Gujarati, Marathi and Urdu besides English.

University has taken a lead in implementing NEP 2020, not only in implementing it by adapting a new syllabi design across programs but also sensitizing the stakeholders and other universities. The unique features of NEP 2020 implemented at the university include Women Innovation Startup Entrepreneurship (WISE), SNDTWU-CHETNA and BHARTIYA GYAN, SANSKRIT EVAM YOG KENDRA. WISE is a section 8 company for providing premium support to all women entrepreneurs, which has signed NDA with 30 startups. Centre for Holistic Education, Training and Novel Advancements (SNDTWU-CHETNA) is a centre established to develop and create a pool of need-based, value-based, skill-based capacity-building add-on courses in collaboration with local, national, and international institutions. The centre aims to provide an environment to enhance the creativity of students by providing novel and unusual programs. BHARTIYA GYAN, SANSKRIT EVAM YOG KENDRA aims to promote Indian Languages, Indian Knowledge, Indian Art, Culture, Architecture, Yoga and Indian Philosophy. Apart from arranging FDP's and conferences, this centre has initiated a novel project called as "Jagrani", which deals with exploring untold stories and facts of Indian women who contributed to shaping our cultural and intellectual heritage. This unique program also earns two credit points as "On Job Training" in line with NEP

The university, is continually expanding, in order to fulfil its vision, which is reflected in continuously increasing number of affiliated colleges in last five years, which has increased from 189 to 261, marking presence in states like Bihar, Madhya Pradesh, Uttar Pradesh and Assam. University offers automated campuses, for affiliated colleges, their students as well as students of conducted colleges. Admission of students, payment of fees, renewal of affiliation, payment of affiliation fees are done online.

The classroom transcends traditional hierarchies, with pedagogies extending beyond conventional methods to embrace innovative teaching approaches. Student mentoring encompasses more than just academic guidance, incorporating support for mental health and overall well-being. Consequently, the concept of empowerment is redefined as a multifaceted experience, addressing diverse aspects of students' lives. The goal of women empowerment is to be seen in the strengthening of professional courses like Nursing, Library Science, Home Science, Engineering, Education Technology, Pharmacy, Management, and many more. The introduction of new courses in Computer Engineering, Data Science along with skill-based courses under Bachelor of Vocational Studies (B. Voc.) make the University distinctive. Further, the establishment of the Department of Adult and Continuing Education was an effort to reach out to those women, who could not avail the opportunities of formal education. All the courses offered ensure employability of women students. The cause of women empowerment in digital literacy through education was further consolidated with the introduction of courses like Post Graduate programme in e-learning by the Department of Education Technology. Inclusive and equitable education is the cornerstone of NEP 2020. The Department of Special Education, has been training teachers for inclusive and special education since 1977.

Another distinctive feature of the university is to provide education from nursery to PhD. The Post Graduate Department of Human Development has an experimental Nursery school, which provides hands-on training to their students pursuing maters in early childhood education. Similarly, the

Department of Special Education has an experimental school, 'Arushi- The Learning Centre' for children with special needs, where their students get an opportunity of transferring theory to practice.

With the aim of making women financially empowered, new openings in the job market were identified and accordingly new courses were introduced. The establishment of the Dr Avabai and Dr Bomanji Khurshedji Wadia Archive for Women (AWA) at the Research Centre for Women's Studies opened a new chapter in the history of women empowerment, whereby the University space emerged as the repository of new knowledge from the standpoint of women. SNDTWU emphasizes on holistic development of students and to achieve this, the students are trained in physical, cognitive, socio-emotional skills and moral values. The concept of women empowerment is being redefined with the changing pace of society and emerging challenges in the field of higher education. The University has risen to the occasion by going beyond the conventional role of the Universities and continues with the vision of women empowerment by re-inventing itself in terms of its academic programmes and thus prepare women to emerge as future leaders through excellence in higher education.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

SNDT Women's University's enduring legacy of 108 years, has witnessed the growth of multidisciplinary academic programmes representing diverse disciplines like Humanities, Liberal Arts, Social Science, Science Technology and Engineering, catering to the emerging needs of the knowledge society. The University is committed to the needs of women's education at every stage, beginning with Early Childhood Care Education and culminating in doctoral programmes in every discipline accompanied by innovative pedagogies. The University has the unique privilege of having all-India jurisdiction which gives it the unique distinction of being able to affiliate with colleges/institutions anywhere in India with prior consent from the State government.

The year 2022-23 was a milestone year in history of the University as the year witnessed several important programmes and initiatives furthering the legacy of the University of providing quality education and opportunities to women. Establishing the new campus at Chandrapur, the university extended its arms by reaching to remote tribal areas of the state of Maharashtra by adhering to the mission of inclusion and empowering women through education.

Government of Maharashtra has allotted 50 acres of land and allocated a grant of Rs. 547.27 crore for setting up an additional campus of SNDTWU at Ballarpur, Chandrapur. School Connect initiative for NEP-2020 orientation and for establishing connections with passing out students is successfully introduced during 2022-23. 'School connect' orientation programme organized at the Chandrapur Dnyan Sankul connected with 22 junior colleges of remote areas and reached to more than 2000 students. Maharshi Karve Model College at Shrivardhan Campus reached more than 1000 students successfully through School Connect.

As a part of internationalization, the university in collaboration with City University of New York (CUNY) carried out the installation of a Solar Powered Weather Station which is a result of the MoU signed between the two Universities. The project is funded by the National Science Foundation collaborative grant to monitor air quality index and weather on a micro-scale in Mumbai. The data generated in the weather station is used by the students and faculty for academics and research.

SNDT Women's University is dedicated to advancing women's empowerment through its unwavering commitment to excellence, expansion, and inclusion. The University's ongoing progress reflects the aspirations of future generations.

Concluding Remarks :

SNDT Women's university has faculty of humanities, science and technology, commerce and management and interdisciplinary studies to apply multidisciplinary approach in higher education. The proactive steps for implementation of NEP-2020 such as methodically developing robust curricular frameworks, its implementation plans reflect its dedication to staying relevant in a rapidly changing educational landscape.

The preparedness of the University for Effective Implementation of NEP-2020 through enhancing the competence of faculty members, research initiatives, and comprehensive student support systems ensure the university's potential to cultivate a new generation of empowered women leaders required for various field.

The challenges like faculty shortages, infrastructural constraints, and the need for enhanced collaboration pose significant hurdles. Addressing these challenges will be crucial for the university to maximize its impact and further its mission. However the opportunities available for its expansion on various campuses and offering new programmes along with skill based, vocational courses creates possibility to reach out maximum women and change their lives through education.

Through strategic governance, inclusive practices, and a commitment to sustainability, SNDT Women's University not only contributes to the academic and personal development of its students but also plays a pivotal role in shaping a more equitable society. The continued pursuit of excellence in education and research and inclusive approach ensure that SNDTWU will remain a leader in women's empowerment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																							
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1295 Answer after DVV Verification: 1322</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 2218 Answer after DVV Verification: 2218</p> <p>Remark : Input edited as per clarification documents uploaded</p>																																							
1.3.2	<p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :61</p> <p>Remark : Input edited as per clarification documents uploaded</p>																																							
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2276</td><td>2276</td><td>2216</td><td>2150</td><td>2045</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2267</td><td>2267</td><td>2216</td><td>2150</td><td>2045</td></tr></table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1617</td><td>1727</td><td>1617</td><td>1485</td><td>1453</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	2276	2276	2216	2150	2045	2022-23	2021-22	2020-21	2019-20	2018-19	2267	2267	2216	2150	2045	2022-23	2021-22	2020-21	2019-20	2018-19	1617	1727	1617	1485	1453					
2022-23	2021-22	2020-21	2019-20	2018-19																																				
2276	2276	2216	2150	2045																																				
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2022-23	2021-22	2020-21	2019-20	2018-19
1617	1727	1617	1485	1453

Remark : Input edited as per clarification documents uploaded

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
996	972	932	1023	986

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
994	931	924	896	968

2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1360	1360	1330	1548	1218

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1360	1360	1330	1548	1218

Remark : Input edited as per clarification documents uploaded

2.4.2 Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Answer before DVV Verification : 142

Answer after DVV Verification: 139

Remark : Input edited as per supporting documents

2.4.3 Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year

Answer before DVV Verification : 2517

Answer after DVV Verification: 2504

Remark : Input edited as per clarification documents uploaded

3.1.2

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

3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50.00	65.03	89.84	39.54	60.54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49.69	64.03	83.84	39.54	61.54

Remark : Input edited as per clarification documents uploaded

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 331

Answer after DVV Verification: 183

Remark : Input edited excluding repeated number of teachers.

3.4.2

Total number of Patents awarded during the last five years

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : Input edited as per clarification documents uploaded

3.5.1

Revenue generated from consultancy and corporate training during the last five years**3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.13187	11.74127	36.79234	90.55507 1	40.63969

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.66	10.11	53.23	92.55	54.82

Remark : Input edited as per clarification documents uploaded

4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
735.49	261.66	244.81	363.01	740.20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
743.36	318.30	258.12	373.40	753.36

Remark : Input edited as per clarification documents uploaded

4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96.37	92.55	91.78	112.07	89.86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84.31	92.47	91.66	112.07	93.33

Remark : Input edited as per clarification documents uploaded

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component year - wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
720.14	343.02	268.98	775.76	712.89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
746.339	330.27	218.70	731.80	687.39

Remark : Input edited as per clarification documents uploaded

5.2.1

Percentage of placement of outgoing students during the last five years**5.2.1.1. Number of outgoing students placed year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
900	900	900	900	900

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
901	912	922	902	892

Remark : Input edited as per supporting documents

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Answer before DVV Verification : 168

Answer after DVV Verification: 149

Remark : Input edited as per clarification documents uploaded

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
71	19	70	17	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	07	27	15	30

Remark : Input edited as per clarification documents uploaded

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	93	45	120	155

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
124	90	17	173	155

Remark : Input edited as per clarification documents uploaded

6.4.2 Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

6.4.2.1. Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
746.96	0	640.5685 9	42.61394	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

296.96	0	640.5685 9	42.61394	0
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Remark : Input edited as per clarification documents uploaded

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4115</td><td>4305</td><td>3908</td><td>3644</td><td>3430</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4115</td><td>4305</td><td>3928</td><td>3681</td><td>3430</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	4115	4305	3908	3644	3430	2022-23	2021-22	2020-21	2019-20	2018-19	4115	4305	3928	3681	3430
2022-23	2021-22	2020-21	2019-20	2018-19																	
4115	4305	3908	3644	3430																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4115	4305	3928	3681	3430																	
2.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 174</p> <p>Answer after DVV Verification : 243</p>																				
3.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1506.2991 4</td><td>662.50903</td><td>562.8151 8</td><td>1206.8810 9</td><td>1507.99</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1574.05</td><td>741.041</td><td>568.4809</td><td>1217.265</td><td>1534.086</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1506.2991 4	662.50903	562.8151 8	1206.8810 9	1507.99	2022-23	2021-22	2020-21	2019-20	2018-19	1574.05	741.041	568.4809	1217.265	1534.086
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