



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | ARMY INSTITUTE OF FASHION & DESIGN |
| • Name of the Head of the institution | Dr. S. Kathirvelu |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9035316000 |
| • Mobile No: | 9842967851 |
| • Registered e-mail | aifdonline@gmail.com |
| • Alternate e-mail | aifd@awesindia.edu.in |
| • Address | Nagareshwara, Nagenahalli, Kothanur post, Bengaluru |
| • City/Town | Bengaluru |
| • State/UT | Karnataka |
| • Pin Code | 560077 |
| 2.Institutional status | |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Name of the Affiliating University | BENGALURU NORTH UNIVERSITY | | | | |
| • Name of the IQAC Coordinator | Mrs. VEENA K THIMMAIAH | | | | |
| • Phone No. | 9035316000 | | | | |
| • Alternate phone No. | 8792669001 | | | | |
| • Mobile | 9686157114 | | | | |
| • IQAC e-mail address | iqacaifd@gmail.com | | | | |
| • Alternate e-mail address | aifdonline@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | http://aifd.edu.in//assets/images/img/cycle-pdf/AQAR_Report3.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://aifd.edu.in//assets/images/img/calender-pdf/Aug%202020-Jan%202021.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B+ | 2.54 | 2016 | 15/09/2016 | 16/09/2021 |
| 6.Date of Establishment of IQAC | | | 17/11/2020 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| 0 | 0 | 0 | 0 | 0 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |
| 9.No. of IQAC meetings held during the year | | | 2 | | |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10. Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>1. Getting ready for B.Sc Interior Decoration & Design Course (affiliation to be given by Bengaluru North University. Infrastructure being readied, including new classroom, labs and furniture. 2. Re-applying for PG Course (M.Sc Fashion & Apparel Design) after a gap of a year, by the recommendation of the Local Inspection Committee, BNU. 3. Purchase of 3rd smart board (portable) for flexibility in presentations. 4. Drafting syllabus to follow NEP guidelines. 5. Increased Alumni interaction to integrate employment practices at the college level to increase employability 6. Maintaining strict Covid Protocol.</p> | | |
| 12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| Plan of Action | Achievements/Outcomes | |
| <p>1. Implementation of NEP syllabus</p> | <p>1. The HOD is a member of the State NEP committee in the discipline of Fashion & Apparel Design.</p> | |
| 13. Whether the AQAR was placed before statutory body? | Yes | |
| <ul style="list-style-type: none"> Name of the statutory body | | |
| | | |

| Name | Date of meeting(s) |
|--------------------------------|--------------------|
| Institute Management Committee | 20/12/2021 |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|------|--------------------|
| 2020 | 18/02/2020 |

15. Multidisciplinary / interdisciplinary**16. Academic bank of credits (ABC):****17. Skill development:****18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)****19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):****20. Distance education/online education:****Extended Profile****1. Programme**1.1 2

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student2.1 158

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2

6

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3

63

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1

9

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2

11

Number of Sanctioned posts during the year

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 2 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 158 |
| File Description | Documents |
| Data Template | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 6 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 63 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 9 |
| File Description | Documents |
| Data Template | View File |

| | |
|--|----|
| 3.2 | 11 |
| Number of Sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|--------|
| 4.Institution | |
| 4.1 | 4 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 128.05 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 56 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The curriculum of the college is as per the affiliating University. The institution is bound to follow and implement the same. The curriculum for the 2nd and 3rd year was designed by AIFD senior faculty and the same implemented by the affiliating University. The syllabi was formulated / prepared by keeping the inter disciplinary subjects like Science, Technology, Fashion, Textile, Arts and Management. To make sure that the students have exposure to the industries and the latest happenings in the field, the Institute through Academic Advisory Committee, initiates to fill in the gap between the requirement of the Industry and the constituted syllabi. The curriculum in addition to the value added courses is designed in line with the requirement of both internal and external stakeholders (Students and Industry).

From the present batch -2021-25 the NEP syllabus formulated by the Karnataka State NEP committee (of which the AIFD HOD is a member) is being implemented. Apart from the prescribed syllabi, the

Institute maintains curriculum enrichment by following certain directives

1.Orientation Program for the first year students

2.Personality Development weekly workshop for the 2020-23 batch

3.Personality Development classes for other batches

4. English Remedial classes for those weak in communication

5.Conduct of Workshops, Conferences, webinars, special lectures on special topics by Industry Experts and Academicians on Saturdays apart from regular time table on weekdays.

6.Curriculum feedback is taken from the stakeholders (Alumni, industry, Students, Parents).

7. Feedback collected by subject teachers to improve classes.

The collected feedback has been analysed and actions taken are discussed for the further improvement in the curriculum.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://aifd.edu.in//assets/images/img/pofad-pdf/Microsoft Word - Program Outcomes Modified .pdf |

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

An Academic Calendar is designed in line with the calendar of events received from affiliated University to streamline the activities of the institute through the duration of the term. The Academic year is divided into two semesters, The calendar includes important information such as Internal test dates, Induction Program schedule, Important events, tentative theory and practical exam schedules, Industry Visits, Guest Lectures etc.,

Once the academic calendar is ready, the lesson plans for the subjects offered during that semester are designed. The lesson plan contains class-by-class topics that are to be covered,

encompassing the syllabus. The lesson plan is also designed taking into account the Course Outcomes, thereby allocating appropriate amount of time for each topic, while restricting each unit to almost equal number of classes. The Lesson plan is a live document during the course of the semester, to support this, the subjectwise monthly attendance report will be prepared.

The work diary is followed by teaching staff which keeps the track of the flow of their work. In this way, a continuous track is kept of the progress of the content delivery process during the course of the semester. The academic calendar is designed in such a way to meet the requirements and out comes of the course like meeting the deadline of conducting internals, allocating internal marks, organising mock practicals and put all the academic activities, co curricular activities in place within the time frame to ensure the efficient input to students and expected outcomes from the program.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | http://aifd.edu.in//e_prospectus |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

| 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented | |
|---|---------------------------|
| 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented | |
| 2 | |
| File Description | Documents |
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |
| 1.2.2 - Number of Add on /Certificate programs offered during the year | |
| 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template) | |
| 02 | |
| File Description | Documents |
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |
| 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year | |
| 120 | |
| 1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year | |
| 120 | |
| File Description | Documents |
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

Ethics into the Curriculum

To address the cross cutting issues which are relevant to Environment and Sustainability, Human Values and Professional Ethics, the University has included certain courses in the curriculum. These include Subjects such as Environmental studies, Constitution of India , Culture Diversity & Society, personality Development among others...

1.Environment and Sustainability: As a part of curriculum course on Environmental Studies have been offered for the UG students. The teacher works with the student to create compost pits and encourages planting of small shrubs which are presented to the freshers. This is promote via social media.

2.Human Values: To inculcate moral, social and ethical values the Institution has organized events such Yoga day, Environment Day and students are encouraged to participate in Blood Donation Camp organized by the neighborhood campus. Students are also encouraged to donate their practice garments to orphanages and old clothes and blankets are donated to old Age homes in the vicinity.

3.Professional Ethics: Courses such as Personality development and Constitution of India are offered for the UG as a part of curriculum and part from the curriculum, the institute has initiated workshops, guest lectures on Career Opportunities, Interview Skills, Group Discussion.

4.Gender. The institute has initiated lectures and workshop on the topic of gender equity. The Orientation programme held in the beginning of the course. sensitizes students on the issue of gender.

5.Sustainability: As sustainability is the issue of the decade, students are given project in which sustainability is stressed on. Some of the final year design projects revolve on the issue of sustainability, including zero waste, Natural dyes and recycling of material. Students of 2016-19 Batch have worked with AWWA for helping the women from disadvantaged groups use sustainable materials for design for profit.

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

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

02

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

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

146

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above | | | | | | | | |
|--|---|-----------|-------------------------------------|---------------------------|--|---|------------------------------------|-------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 358 539 421">File Description</th> <th data-bbox="539 358 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 524">URL for stakeholder feedback report</td> <td data-bbox="539 421 1445 524">View File</td> </tr> <tr> <td data-bbox="86 524 539 743">Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)</td> <td data-bbox="539 524 1445 743">View File</td> </tr> <tr> <td data-bbox="86 743 539 846">Any additional information(Upload)</td> <td data-bbox="539 743 1445 846">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | URL for stakeholder feedback report | View File | Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File | Any additional information(Upload) | No File Uploaded | |
| File Description | Documents | | | | | | | | |
| URL for stakeholder feedback report | View File | | | | | | | | |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File | | | | | | | | |
| Any additional information(Upload) | No File Uploaded | | | | | | | | |
| 1.4.2 - Feedback process of the Institution may be classified as follows | B. Feedback collected, analyzed and action has been taken | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 985 539 1048">File Description</th> <th data-bbox="539 985 1445 1048">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1048 539 1151">Upload any additional information</td> <td data-bbox="539 1048 1445 1151">View File</td> </tr> <tr> <td data-bbox="86 1151 539 1258">URL for feedback report</td> <td data-bbox="539 1151 1445 1258">https://aifd.edu.in/pdf/SSS%202019-20.pdf</td> </tr> </tbody> </table> | File Description | Documents | Upload any additional information | View File | URL for feedback report | https://aifd.edu.in/pdf/SSS%202019-20.pdf | | | |
| File Description | Documents | | | | | | | | |
| Upload any additional information | View File | | | | | | | | |
| URL for feedback report | https://aifd.edu.in/pdf/SSS%202019-20.pdf | | | | | | | | |
| TEACHING-LEARNING AND EVALUATION | | | | | | | | | |
| 2.1 - Student Enrollment and Profile | | | | | | | | | |
| 2.1.1 - Enrolment Number Number of students admitted during the year | | | | | | | | | |
| 2.1.1.1 - Number of sanctioned seats during the year | | | | | | | | | |
| 60 | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="86 1630 539 1693">File Description</th> <th data-bbox="539 1630 1445 1693">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1693 539 1756">Any additional information</td> <td data-bbox="539 1693 1445 1756">View File</td> </tr> <tr> <td data-bbox="86 1756 539 1863">Institutional data in prescribed format</td> <td data-bbox="539 1756 1445 1863">View File</td> </tr> </tbody> </table> | File Description | Documents | Any additional information | View File | Institutional data in prescribed format | View File | | | |
| File Description | Documents | | | | | | | | |
| Any additional information | View File | | | | | | | | |
| Institutional data in prescribed format | View File | | | | | | | | |
| 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats) | | | | | | | | | |

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

00

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

AIFD has majority of students from other states in India with Army background. The institution assesses the learning levels of the student right from the time of admission to the institute through a structured orientation program. The institute has multiple activities to support the needs of advanced and slow learners. Some of these activities are events conducted for all students on a regular basis.

Every year, the students on arrival are counseled along with their parents on the background of the institute and the expectations from either side. The Chairman also addresses the parents about the plethora of placement opportunities for the right candidate. Before the commencement of the regular classes, the students undergo Orientation programme for one week and also a counseling session by a professional psychiatrist. With the exception of the 2020-21 batch (due to pandemic) the psychiatrist interacts with each student and gives the faculty members, her individualised observations on them. This helps the teaching faculty and student mentors to help the student adjust to the institute ethos. Slow learners are also identified during the course of the semester based on their performance in the Internal Assessment tests. They are assisted in the following ways:

Mentoring: Each student is assigned a "Mentor" who is his academic advisor for the duration of his studies. The mentor will be updated with the list of slow learners and special attention (by each subject teacher) will be given to the slow learners. The Mentor will keep track of those students in terms of overall development during the three year stay. Parents as stakeholders will be kept informed of the same.

Remedial Classes: When test marks are below the eligibility level

in a course, the remedial classes will be conducted to help the student understand the subject better.

Advanced Learners are identified during the semester for different courses based on their academic performance. To challenge them to their fullest potential, additional activities are provided. In-house seminars are conducted for the first years by every core subject teacher. The students is expected to make a power point presentation in front of their classmates. At times the principal and other faculty member may also attend these sessions and give additional input to these students. They are given special projects and guidance for out of syllabus learning. They are given design projects from the industry.

The advanced learners are encouraged to participate in inter-collegiate competitions. The events that the college holds are also organised by the students under the guidance of teaching faculty members. This enhances the leadership and organisational skills of the students. Before the pandemic, the college garduaton shows and Conferences were conducted with the students playing a prominent role backstage.

Online classes during the pandemic, saw the students both organising and hosting webinars. Quizzes and competitions were also held online.

| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://aifd.edu.in/gallery.html |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 158 | 9 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

2.3 - Teaching- Learning Process

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

Experiential learning: Internships/ Craft Project Based Learning, Mini-Projects, Modern Tool Usage

- It is mandatory for students to do at least one internship with industry/design houses. Students are mentored by both Industry experts as well as the academic mentor. Craft Documentation is also encouraged (Students need to produce either an internship report or a design project based on craft documentation in the fifth semester)
- Students are taken on Industrial Visits and field trips to understand the working of the related industry or Craft Many programmes across the institution involve students in a Mini-Project as part of the continuous internal evaluation (CIE) component of the course.
- The mini projects include Dyeing and Printing workshops, surface ornamentation and accessory making. This provides a practical introduction to the theoretical concepts at an application level, while also developing soft-skills, such as team-work and project management skills, essential for a successful career in industry.
- Students are facilitated with the value addition inputs like access to WGSN website to know the latest trends in the fashion, learning of software's like Corel Draw, Photoshop, Gerber and MS Office.

Participative learning

- Students with advanced skills are encouraged to demonstrate the same to their peers. Peer learning ensures that the software skills and practical knowledge gained by one student is thus extended to the others who are eager to learn about new software or skills. The orientation and other workshops encourage team work and learning through participation.
- The students are given the opportunity to present social topics through Webinars (online) and seminars(offline) The 2020 batch of students are being trained by Orion Power Forward, Consultants and Trainers to do the Personality Development and Soft Skills programme on a weekly participatory workshop mode. The same will be continued for the batches to come right upto the 6th semester.
- The programme envisions a holistic development of the student. At the end of the course, some subjects require student to present a case study or a mini project along with a proper report. Students are tutored in problem solving,

especially while doing specialized internships under various categories. This is presented first to the industry and later as internship report to the institute.

Problem solving methodologies

- The integrated assignments enhance the skillsets of the students. The hands on training especially in the field of dyeing and printmaking, and fashion accessory making enable the student to understand sustainability and its role in fashion. Several students have taken sustainability as a theme for their final projects. This includes using recycled material and zero waste construction techniques.

Evidence of success

This is seen in the better placements and the choice of careers available to the students over the years.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://aifd.edu.in/index.html |

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

The Management has provided the best of infrastructure for implementation of effective teaching-learning.

Both software and Hardware are updated regularly. There are three classrooms with smart boards. All teachers are trained in the use of software. Their skills are regularly upgraded by attending workshops arranged by the Management. The other classrooms have projectors. The classes are internet ready, therefore there have been sessions with experts on Skype prior to the pandemic. The student computer ratio is excellent. All teachers use the smart board/projector for classroom presentations. Youtube videos are shown in class. The College building and hostel have Wi Fi facility.

In the case of conducting online classes, the video-conferencing tools like Zoom, MS Teams and GMeet have been used. Teachers underwent training and trial sessions in each platform, before

having the freedom to choose the platform most suitable for their subject. The White board facility available in these platforms, helped make the online classes more interactive. The necessity of having an internet connection for online classes meant that much content could be shared via multiple online sources to make learning a more immersive and inclusive experience.

Most students have laptops or tabs so as to make the sharing of information over internet easier. Every student has an android or Iphone, so all messages are sent via email and whatsapp. Students are encouraged to explore different options in software, including software not covered by syllabus. Workshops are conducted on software training by experts. Each class will have an official Whatsapp group where teachers share notes and circulars. Several surveys, tests and quizzes are conducted via Google form. Feedback is also conducted via Google form for immediate analysis of results. Even during online classes the students continued to present seminars using powerpoint and other related software. Webinars were conducted online with the help of industry partners and alumni. The students also presented topic online for participative learning. A few of our faculty also upload their class recordings onto google drives and YouTube as well, so that students can access to it as a part of their revision.

Students are trained in Gerber Technology, Photoshop and Adobe Illustrator by experts and alumni from the industry. This increases the employability of the student. The E-library resources are available to the students, not just on campus but also on the website. The faculty sends pdfs of open resource material to the students over whatsapp and email so as to allow the students to study from the comfort of their homes or hostels.

We have also made additions to our softwares beyond what the syllabi offers in order to encourage learning outside the box for students. A recent addition being CLO 3D software for making them industry ready.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://aifd.edu.in/facilities.html |

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

9

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year**

09

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

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

02

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

122

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

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

The internal Assessment marks as allocated by the University is 30 + 15 in the case of theory and practical based subjects and 50 in the case of theory only subjects. The subject teacher follows certain rules in allocating these marks. A larger percentage of the marks are for the academic performance of the student in that subject, including timely submission of assignments. 5 marks each (in theory subjects) are allocated for discipline, attendance and seminar presentations.

Two internal tests per subject /per semester are conducted. During the pandemic the tests were conducted in online mode (using google form and/or writing the answers in a notebook and scanning and sending the pdf to the teacher or institute email id as mandated by the subject teacher. The marks are shared with the students and the students with sub-standard performances are given another chance to make up. (another test or at times open book examinations are also conducted). Faculties also take extra interest amongst weaker students and give them improvement tests,

assignments to help them learn better as a art of the learning exercise and need.

Seminar presentations in each subject are a mandatory part of the Internal assessment. The student needs to prepare a powerpoint presentation and speak in front of their peers and subject teacher and other faculty members and principal. The internal asesment marks are displayed in the college notice board before freezing the same on the University portal.

This enables the student to represent the teacher for clarifications regarding marks.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://aifd.edu.in/ugc%20guideline.pdf |

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

The Internal assessment marks are displayed on the noice board for two days before freeexing the marks. This allows the student to represent the teacher and principal for any discrepancies regarding marks. The offline tests are conducted on blue test note books. The teacher will write the required comments or justifications in the margins of the blue book.

The students are expected to go through the same and do the necessary improvemnts in the subject. The online tests are be corrected and the marks shared with the student. However, the justifications were done through whatsapp or telephonically. The books are corrected and handed over to the student within a week of the test so as to enable them to look over their mistakes and prepare well for the University examinations.

The process of re-valuation is done smoothly, the institute aids the student in processing the revaluation, re totalling requests and the University generally completes it in timely fashion.

The student has to apply for revaluation through the student portal. The link below is given to one of the students portal id for reference. Revaluation will be enabled through the portal

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://aifd.edu.in/pdf/procedures%20and%20policies.pdf |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The program/course outcomes for each and every subject are clearly spelt out in the syllabus. The same has been uploaded on the college website. The syllabus copy is available on demand in the institute library. The first year student is given a soft copy of the entire syllabus. In addition to this, every teacher sends a screenshot of the subject syllabus, via Whatsapp/email prior to the first class held every semester. The teachers also explain the subject syllabus Unit wise (both practical and theory) and give the student a list of the material requirements (if applicable) during the first class held every semester.

An overall view of the [programme outcome is discussed with the student and parent during the first counselling session, held when the student reports to the institute. This is mandatory as 95% of our students are from out of state. The parents and students are made aware of what the course will impart to the student, the required materials and expenditures incurred in the course of 3 years. Parents are given the contact numbers of all the teachers (the mentors list is prepared after the students take admission) so as to keep them updated regarding any additional courses that may be arranged for the benefit of the students.

| File Description | Documents |
|--|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://aifd.edu.in/study.html |
| Upload COs for all courses (exemplars from Glossary) | View File |

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

The University has designed the curriculum taking into

consideration all the Programme Outcomes and Programme Specific Outcomes. The COs are designed considering Bloom's Taxonomy which clearly describes the competencies gained through the course.

The COs are measured using both direct and indirect assessment techniques. The Direct Assessment includes two internal tests, projects (higher semesters) , seminars, quizzes, case studies etc. These are the parameters for assigning internal marks. The University level Assessment includes practical exams and semester end theory examinations.

After every semester, the institute diligently maintains a list of top performing, average performing and below average performing students. For the last mentioned, the teacher will take remedial classes in subsequent years so as to enable the student to perform better in the examinations.

The top performing students are regularly addressed by the principal to encourage them to maintain their good performance. The management has instituted several awards, both trophies and cash to reward the high achievers of each batch.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://aifd.edu.in/pdf/E-Prospectus.pdf |

2.6.3 - Pass percentage of Students during the year

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

63

| File Description | Documents |
|--|---------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | Nil |

| 2.7 - Student Satisfaction Survey | |
|---|------------------|
| 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink) | |
| http://aifd.edu.in//student_survey_report | |
| RESEARCH, INNOVATIONS AND EXTENSION | |
| 3.1 - Resource Mobilization for Research | |
| 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 00 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | No File Uploaded |
| 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year | |
| 00 | |
| File Description | Documents |
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |
| 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the | |

| year | |
|--|---------------------------|
| 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year | |
| 19 | |
| File Description | Documents |
| Report of the event | View File |
| Any additional information | View File |
| List of workshops/seminars during last 5 years (Data Template) | View File |
| 3.2 - Research Publications and Awards | |
| 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year | |
| 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year | |
| 00 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | No File Uploaded |
| 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year | |
| 3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year | |
| 4 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |
| 3.3 - Extension Activities | |

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

Army Institute of Fashion and Design, initiated several extension activities to carry out in the neighbourhood community, sensitizing students to social issues for their holistic development

1. Green Weavers Clubs is an active body initiated by the Institute to create greenery in the campus. They invite organisations such as Trees for Free who aid in planting saplings to commemorate events in the life of their clients. The Dhanvanthri Garden of medicinal plants was initiated by the Batch of 2016-19. The same is being augmented by succeeding batches. This year on the occasion of Fresher's day for batch 2021- a tree per student was planted in the organization. Fruit bearing trees were planted which also gave lessons to our students and help them to stay motivated throughout the course.

2. Blood Donation Camp was conducted in association with Rotaract Club Koramangala. Several students actively participated in donating blood. Our sister institute AIHM with whom we share the campus also actively joined the blood donation drive.

3. During the lockdown, the faculty donated masks in and around the vicinity of the campus. They also educated the house keeping and security staff from the same area about the importance of wearing masks and safeguarding themselves from COVID infections.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://aifd.edu.in/pdf/Best%20Practices%20of%20AIFD.pdf |
| Upload any additional information | View File |

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

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

00

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

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

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

2

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

60

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

| | |
|--|---------------------------|
| 3.4 - Collaboration | |
| 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year | |
| 16 | |
| File Description | Documents |
| e-copies of linkage related Document | No File Uploaded |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |
| 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year | |
| 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year | |
| 1 | |
| File Description | Documents |
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |
| INFRASTRUCTURE AND LEARNING RESOURCES | |
| 4.1 - Physical Facilities | |
| 4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. | |
| <p>The Army Institute of Fashion & Design, Bangalore was established by the AWES in 2004. College is spread in total area of 3.4 acres of land. The primary focus of the Institute is to make available excellent technical and professional education in the field of Fashion Designing and Apparel Technology. Since inception, the University has kept pace with growing demands of the teaching-</p> | |

learning resources in the campus. Keeping in mind the academic needs, the institution has made adequate efforts to create and upgrade the facilities from time to time. It has generated the required infrastructural facilities to support the smooth running of teaching - learning activities in its premises. The academic session is framed in such a way so that the classrooms and laboratories are well occupied from morning till evening, ensuring the optimum utilization of the resources. Class rooms are equipped with Smart Boards, LCD projectors and audio-visual equipment to enable Information Communication Technology (ICT). Power point presentations and videos are used extensively keeping in mind the learning environment of the day. The Institute has a well-stocked library with books, magazines, e-journals and computers. The array of books ranges from fashion, textile, fiber, Computer Aided Design books, marketing & retail to fiction and self help books, giving students ample opportunities to read and learn.

Three Smart Class Rooms are established as per the needs

Membership with British Council Library to facilitate students and faculty members to have more access. Computer systems are also available in the library to help student.

All the faculty members have well-furnished separate cabins with the atmosphere conducive for regular interaction with the students who come for counseling, guidance and clarifications.

Internet facility is available in the faculty cabins with LAN connections, in addition to the Wi-Fi enabled for the campuses.

The students can access the internet in the computation centre as well as through the Wi-Fi available in all the campuses.

The internet facility is also provided in the hostels.

The security of the institute is maintained by security guards.

CCTV cameras are been installed to monitor the infrastructure institute. The Institute continuously strives to improve teaching-learning by adapting to the ever-changing scenario and enabling students and faculty to come to terms with the latest trends

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aifd.edu.in/facilities.html |

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

The Institute has adequate facilities for sports, games, and cultural activities and have systematic plan to upgrade its infrastructure to fulfill the latest and current demands of higher education. Importance is given to the holistic overall development of students to bring out the best in them. There is a playground in which students can play football and cricket. In addition, there is a volleyball, basketball and badminton court for outdoor games. There is a gymnasium which is continuously upgraded for the benefit of fitness enthusiasts. Indoor sports include table tennis, carrom and chess which are provided in the hostel. Television with cable connection is provided in the lounges for the recreation of the students.

There is a student cultural committee which organizes various festivals including Janmashtami, Eid, Holi, Dussehra, Karnataka Rajyotsava, and Deepavali keeping up to the core values of the institution. Republic Day and Independence Day are celebrated with fervour by the students. Students also organize fresher's day and ethnic day as part of the cultural activities which are programmed in the calendar of events. Aifd also organized online competition on Art and styling. As per the syllabus the 5th sem students participant in Visual merchandising where they get an opportunity to display the idea in window. The student got opportunity to participant in Moodindigo 2021.

Students are encouraged to participate in intercollegiate sporting activities in which they have won accolades for themselves and for the institution. Intra-batch sports matches are also organized by the sports committee in order to foster the spirit of sportsmanship.

There is an in-house committee called 'Green Weavers Club' which engages in green campus activities like planting saplings. The college encourages students to take part in cultural activities at intra and inter-collegiate, regional, state and national levels.

Students of this institution have won many awards adding to the prestige of the Institution. Hygiene, sanitation and cleanliness are accorded due importance and the campus has dustbins placed at strategic locations to ensure that it is litter-free. International Yoga Day is celebrated wherein trainers from external agencies are invited to deliver lectures and conduct Yoga sessions.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aifd.edu.in/gallery.html |

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

04

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

04

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aifd.edu.in/gallery.html |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

47.20

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The library plays a very important role in promoting the progress of knowledge. A library is an important source of knowledge to young minds. It develops the important habits of reading among students fraternity. The libraries play a very healthy role in the life of the students by serving as the store house of knowledge. Library provides a greater impact on the academic achievements of the students perform better in class and also during an examination by reading various books. It equips students with the skills necessary to succeed in a constantly changing technological social and economic environment. Library provides and promotes quality fiction to develop and sustain in students the habit of reading for pleasure and to enrich student's intellectual, aesthetic, cultural and emotional growth. It provides materials relevant to the curriculum as well as it provides opportunities to plan to implement and evaluate the learning program. Library functions as the primary information resource center and the house of books, journals, magazine, newspapers and e-resources for staff and student at the institution.

Borrower's cards for 2 books is issued to every student after joining in the first year of the course, which is used by the students all through till the completion of the course.. The librarian uses LIBSOFT to issue books to students and faculty members. Apart from textbooks, the library houses a growing collection of reference books, fiction and non-fiction materials, magazines, journals, dictionaries, Encyclopedias, etc. Also, the library facilities access to a number of e-journals .The librarian also keeps one system with a folder containing free E-Books pertaining to various inter-disciplinary subjects. Library of the college campus provides the students with a very healthy environment for learning as well as making notes or completing an assignment. Internet facilities are available to complete their

assignment and projects. It provides a very calm and disciplined atmosphere which helps students to maintain a good concentration on their studies. The campus library is structured in an organized manner and it includes a collection of information and resources. This information and resources made accessible to the student and teacher community people belonging to education community refer or borrow the collection of information which may be in the form of books, newspapers, CD's, journals and research materials/thesis, etc. The e-books and study material are available on the college web site. Where students and faculty can login and use the material. The library timings during days of regular class is from 9:00 A.M to 4:00 P.M and on Saturdays from 9:00 A.M to 1:00 P.M. This may be extended during examination times for the benefit of the students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | http://192.168.2.67/opac |

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

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

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

169762

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

2

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

The Department of IT Services is a one stop hub for all things related to IT infrastructure of the Institution. It houses an server room with adequate power backup. Internet Gateway is also located here It is responsible for overseeing of any installation/upgradation/maintenance of the computer systems/networks/CCTV cameras/Wi-Fi access points within the institution.

The department has qualified technical support staff for effective maintenance of the same .ICT enabled classrooms are introduced for enriching the teaching and learning process. Hardware and software numbers are added to cater to the needs of the students and staff community.IT facilities include up-gradation of all software including the ones required by the syllabi and curriculum.

ICT infrastructure is extended and upgraded with the latest version of hardware and software based on the needs of the newly introduced programs and courses. All study materials and paper presentation materials are prepared on IT platform and used to impart training in the classroom as well as practicals Basic knowledge of training on 'MS-Office' is provided to all staff and

students as part of add on course.

The institution is Wi-Fi enabled resulting in extensive use of internet facilities both on and off the classroom. Students are assigned projects that require them to use the ICT facilities in their academics as well as in curriculum. The wifi facilities are provided in the girl's hostel to enable the learning process for the students. The institute keeps upgrading the software which are required for the students as per the syllabus like Gerber, Adobe illustration, Corel Draw etc.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aifd.edu.in/facilities.html |

4.3.2 - Number of Computers

79

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

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

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

4.50

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institution has an extensive campus accommodating an adequate number of classrooms, laboratories and other infrastructural facilities for academic activities.. There is a boy's hostel and a girl's hostel. Moreover, there are spacious common rooms for teachers.

The routine committee ensures the optimum utilization of the classrooms, the IQAC sees to it that the co- curricular activities are properly planned so as to utilize the available resources.

Besides it, holding competitions regularly also ensures the optimal use of the available infrastructure.

The management allocates sufficient fund for the upkeep of the infrastructure and equipment every year. The asst librarian and library attendant look after regular maintenance of the library which includes raising purchase and order of books, procurement of books, maintenance of the materials and in the library, distribution of newspaper to the student s in the hostel during lockdown period.

There is a full-time supervisor available on the campus and he is responsible to monitor the maintenance of the infrastructural facilities available. He is incharge of the following

responsibilities: Maintenance of ETP and water supply lines.
Cleanliness and Maintenance of all buildings and grounds.

The equipment and types of machinery in certain labs are maintained through annual maintenance contracts entered with the companies which supplied them.

As per the strength of the students, every year new equipment and new furniture's are purchased. The lab assistant is available in the computer laboratories and is responsible for the maintenance of computers.

They also take additional responsibility to take care of maintaining the computers in the campus. The computers in the college are provided with uninterrupted power supply through UPS units. The UPS units and batteries are properly maintained.

The website of the college www.aifdonline.com (the college website domain has recently been shifted to aifd.edu.in) is updated regularly and to the upcoming needs. The laboratories are maintained by the respective laboratory assistants under the guidance of Head of the Department.

The laboratory staffs keep strict vigil regarding the maintenance and repair of the instruments. A transport in-charge looks after the maintenance of vehicles by sending them for service periodically and attending to the repairs as and when required.

Classrooms and restrooms are maintained and cleaned by the housekeeping on a daily basis except Sundays. Maintenance staff consists of technically qualified people like electricians, and independent contractors to look after the maintenance and repair. There are an adequate number of sweepers and housekeeping staff.

The institute is situated in 12.3 acres (shared with sister college) There are extensive grounds for cricket, football, volleyball and basketball. In addition, both boys and girls hostel are equipped with state of the art gymnasium,

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://aifd.edu.in/gallery.html |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

9

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

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

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

9

| File Description | Documents |
|---|--|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to institutional website | aifd.edu.in |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| NA | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| NA | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student | A. All of the above |

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

49

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |

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

5.2.2.1 - Number of outgoing student progression to higher education

13

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

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

NA

| File Description | Documents |
|-------------------------------------|------------------|
| Upload supporting data for the same | No File Uploaded |
| Any additional information | No File Uploaded |

5.3 - Student Participation and Activities

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

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

3

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

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

The Institution creates opportunities for the students by making various committees. The various Committees play an important role in ensuring that the responsibilities will be handled in a satisfactory way. During the lockdown period the committees were elected through google forms on online mode. At least two student members, from every years will be selected for each committee. The members will be elected by their classmates through open elections. Committee members will be in charge for the whole academic year and will participate in all the activities conducted in that particular year. Every year the committee members will be changed. Two faculty members will be incharge of the each committee to guide the students in a better way.

The following are the committees of the college

Class Representative - They will represent the students of each class and will communicate the needs, grievances of the class to the class teacher or HOD

Mess Committee - Two members from each class are elected. They will be monitoring the quality of the food served in the mess, its timely delivery and the hygiene of the mess. They will also communicate special requests and needs to the Mess faculty in charge.

Cultural Committee Library Committee Sports Committee

Anti-ragging Squad Boys Hostel Committee Anti-ragging Committee

Anti-ragging Squad Girls Hostel Committee Placement Committee

Hostel Committee

Students Grievance redressal cell Committee Counselling cell Committee

Sexual harassment Committee Equal opportunity cell Committee Magazine Committee

Swachh Bharat & Swachh AIFD Committee Green Weavers club Committee

Social Media Committee

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

0

| File Description | Documents |
|--|------------------|
| Report of the event | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | No File Uploaded |

5.4 - Alumni Engagement

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

AIFD ALUMNI ASSOCIATION is a strong alumni association significantly contributing to the growth of the institute in various aspects right from placements to internships. The association has an elected body and the committee members are elected every year.

The association comprises of President, Secretary and Treasurer who play a vital role in taking the institute forward. The committee meets regularly on virtual mode to discuss the upgradation of various aspects concerning to institute like syllabus, infrastructure, latest trends in fashion, new developments in the field of textiles, apparel industry etc. The alumni association is very actively involved in providing resource persons for special lectures, workshop etc.

The institute is actively working towards registering the alumni association at the earliest in order to streamline and benefit mutually through a rich alumnus we boast of.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Response:

The vision, mission and objectives of the Army Institute of Fashion & Design are stated as follows:

VISION "The Army Institute of Fashion & Design aims to become a nationally significant professional Institute with a preeminent faculty providing unique disciplinary and inter disciplinary focuses reflecting Science, Art, Fashion, Technology & Management winning recognition among top Fashion Institutes of India."

MISSION AIFD prepares tomorrow's fashion leaders through educational experience that link academics and business through rigorous and adaptable academic programs that is increasingly global, technologically - oriented & diverse. AIFD fosters creativity, career focus and a global perspective and educates its students to embrace inclusiveness, sustainability and a sense of community.

To elaborate on the ways of fulfilling the vision and mission statement we state that AIFD will be strengthened by:

- Academic and Creative Excellence AIFD provide a rigorous learning experience built on the highest standards of academic and scholarly excellence; an environment that promotes creativity and experimentation and diverse experiential learning with a variety of industry partners
- Offering Innovation and consultancy services The College works with industries worldwide to help address key challenges, build an even stronger culture of innovation and entrepreneurship at AIFD, and establish collaborations that translate creative ideas into action
- An Empowering Student Community
- AIFD builds an inclusive community to engage students with, learn from, and inspire each other—discovering how their differences and similarities promote creativity, intellectual and personal growth, and understanding.

OBJECTIVES • To establish Innovation and Consultancy services (Brand Positioning)

- To do Research Projects with Government agencies and Industries
- To establish Short term courses
- To develop Design studio and Design team
- To tie up with Industries (Fashion, Apparel and Retail)
- To continue conducting National level students fashion design competition, national and international level programs
- To integrate Alumni into the brand building effort by promoting their success stories and to students and industry
- To Create a broad range of opportunities for alumni to contribute to the college (mentoring, internship and eventual recruitment of students) Shared Values & Guiding Principles and Collaboration: Institute believes in working together in a collegial fashion across disciplines within & outside the Institute with mutual respect & trust. We value partnership, acknowledge & embrace the interdependencies with Industry
- Ethical Behavior Conducting our work with honesty, professional ethics and promoting ethical behavior of students.

- **Focus on Students** We believe that our educational program must provide the learning environment, support & expectations necessary for our students to be successful. Our research activities directly or indirectly enhances our student's learning environment.

- **Technology & Changes** We believe that technology, particularly InformationTechnology should be at the core of Institute's program in instructions, research & outreach. We accept change & will respond to the appropriate & innovative ways to an ever changing global environment.

- **Diversity** We recognize diversity in people & ideas, believe that we prepare students to understand & work successfully in business environment & will become increasingly diverse integration.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://aifd.edu.in/index.html |
| Upload any additional information | View File |

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

Response: The top management plays a major role in approving and ratifying the decisions taken by the Principal. As AWES is a registered body with several institutions of higher learning under its purview, there are SOPs regarding procedures to be followed and regulations in a Blue Book regarding all policies including quality and future plans. The Institute Management Committee (IMC) meets at least twice a year to review the progress of the institute and ratify the upcoming events and activities. In addition the Principal regularly meets with the Chairman in the Headquarters and apprises him of the scenario regarding academics, cultural and placements in the institute. As the patron, the Chairman frequently inspects the institute and interacts with the students and the faculty. AWES management in New Delhi also regularly inspects the institution and interacts with the faculty and students and other stakeholders including parents. Students who perform well at the University level are richly rewarded for their efforts with several trophies and cash awards.

The Head of the Institution, the Principal also plays the major role in formulating and implementing its quality policy. The

quality policy is designed after careful consideration of the vision and mission of the institute. The vision, mission and objectives of the institution are formulated by the principal in consultation with the faculty. The faculty plays the major role in implementing the institute's quality policy. They frame the lesson plans and plan the value addition courses to enrich the students and strengthen the curriculum set by the University. The faculty is also been a part in the framing of the syllabus by the University. At present one of the faculty members is a member of the Karnataka State NEP Committee. The faculty members are the heads of various committees including Cultural, Sports, Editorial, Admission, Grievance Redresal, Hostel, Mess and Disciplinary Committees among others. Student leaders are also part of these various committees. The faculty members are empowered to take decisions on the various issues placed before the committees. As regards the academics, faculty are given the freedom to frame activities and assignments as per the new practises followed by the industry.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://aifd.edu.in/pdf/Institute%20Distinctiveness.pdf |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Response: AIFD has a quality policy. "The institute strives to deliver comprehensive, continually enhanced, global Quality Fashion education through an established quality management system complimented by the synergistic interaction of the stakeholders concerned. We strive to communicate this policy to all the persons at all levels, so that this becomes working reality within the organization."

The quality policy is developed by taking into consideration the management policy, student progress, expectations of the society and the welfare of the employees. The Quality Policy is communicated to each and every stakeholder through various channels of communication & has been displayed on every floor of the Institution to communicate it to all who visit the institute.

The Quality Policy is deployed by ensuring quality in all the

activities and events conducted in the Institute. Quality is also ensured, maintained and given utmost importance in imparting Fashion Education Maintaining the Library and Information Centre, Computer labs, infrastructure, administration, examination, Student Information System and Placements.

For every activity happening, review of the progress at every stage is done to ensure that quality is maintained. On completion of the activity, all the committee members reviews the entire event by taking feedback from the participants, experts and staff members. If any flaws identified, is rectified in the next event with modifications and new methods are implemented. The Institute formulates and changes the perspective plan from time to time as per need. It is aligned to our mission and vision statement.

The perspective plan for the five years ahead 2021-26 are

Implementation of NEP system

Introduction of B.Sc. Interior Design and Decoration

Intoduction of short term courses , upgradation of labs by procuring latest equipments

Sustainability of Institute, Development and stabilization of UG Courses Quality Placement and training, Institute Brand Image - generation of funds through innovation, consultancy services and short term courses Alumni-Ambassadors of Institute For Stability and Diversification of Courses, following aspects are considered Determine areas of focus Develop New Programs Determine research strength Use of latest technology Opportunity to participate in diverse activity, Exchange program Internal and External marketing of Institute Empower and encourage faculty to strengthen academics, qualification and Campus discipline. For Quality Placement Communication & personality development Train to develop Interview skill & CVs Motivate students to participate in co-curricular and diverse activities Additional programs and workshop to bridge gap Interaction with international brands, buyers and designers For Institute Brand Image: Establishing of Innovation and Consultancy services (Brand Positioning) Research Projects with Government agencies and Industries Short term courses Development of Design studio Development of Design team Tie up with Industries both fashion, apparel and Retail Industries National level Students Fashion Design Competition Conduct of national and international level program For creating Alumni-Ambassadors: Integrate Alumni and conduct meet

Promote success stories of AIFD to alumni and Industry Bring accomplished alumni to conduct special lectures and programmes Create a broad range of opportunities for alumni to contribute to the college such as mentoring, internship and recruitment Tie up with Industries both Fashion, Apparel and Retail Industries

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://www.aifd.edu.in/placement-internship.html |
| Upload any additional information | No File Uploaded |

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

Response: Institute internal organization structure is taking decisions regularly:

The organization structure consists of statutory body like Academic Advisory Board & Institute Management Committee to advise and also to take policy decision of all the administrative work of the institute. Principal is the academic head of the Institution provides Leadership and guidance in Planning, organization and execution of the programme with active support and participation of staff members. He plays a pivotal role in the governing council and academic advisory body and all the statutory and nonstatutory committees.

The quality improvement strategies of the institution for each of the following

Teaching & Learning

The faculties are encouraged to participate in and attend seminars, workshops and conferences on a National and International level. They undergo faculty development programmes and the industrial interaction during the semester break to constantly update their knowledge. The feedback generated from the students is passed on to the faculty for improvement if necessary. The value added courses help to bridge the gap between various lacunae apparent in the curriculum and the need for enhanced learning processes by the industry. They help in the overall

development of the student and the institute. The permanent faculties are vigilant on the conducting of the value added courses to ensure that students attend and participate in all the classes. Attendance is recorded and the mentor/faculty steps in if necessary, to ensure that the course runs smoothly.

Research & Development

The Institute has taken up research projects from state government bodies and the Central Silk Board. The Page 58/82 22-09-2021 11:12:00 Self Study Report of ARMY INSTITUTE OF FASHION AND DESIGN faculty and students are actively involved in these projects and the products are presented in fashion shows on a National level. The faculty members are engaged in doing research and development of textile products for their Ph.D as well. The faculties have several publications and research papers to their credit, including articles in peer reviewed journals. They are encouraged by the management to do so.

Community engagement

The students have participated in several social initiatives as blood donation camps and Run for various causes. They have performed in street plays about various social issues, particularly Women Empowerment. Stitching and distribution of masks to underprivileged people surrounding the institute neighborhood Education on the gender equity by the faculty members in order to spread the awareness about the right and equality of gender

Human Resource Management

Advertisements are released in national newspapers for the required positions as the need arises. The candidates are short listed and interviewed by a panel of experts, including representatives from the institute, the managing committee and eminent educationists.

Industry interaction

The institute has an excellent industry-institute interface. The Placement cell regularly contacts the HR Department of various industries and companies to apprise them of the student and institute performance in various competitions and examinations.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.aifd.edu.in/gallery.html |
| Link to Organogram of the Institution webpage | https://aifd.edu.in/index.html |
| Upload any additional information | No File Uploaded |

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

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

Faculty and non-teaching staff members are encouraged to undergo industrial training to upgrade skills

1.The Institute believes in value based quality education. To ensure this, a systematic approach is adopted, both for the academic and co-curricular field. Budget allocation is done prior to the commencement of the financial year, with inputs from all teaching and non-teaching staff. The Budget is decided upon with the active consent of the faculty in charge of various labs. Requirements of the Industry as detailed by the academic advisory board is kept in mind while allocating funds for new and updated software and hardware

2.Allocations are made, keeping in mind the various workshops, special lectures and seminars/ major events to be held in the academic year.

3.The institute motivates the faculty by sponsoring their participation in various seminars,workshops, conferences and faculty development programmes held by other institutes/universities. This is furthermore incorporated into the syllabi so as to utilize the improvised knowledge acquired by the faculty

4.Allocations are also made to take up research projects in various fields of interest

5.Faculty members are encouraged to persue higher education and PhD.programme, necessary assistance and sponserhip is provided to the faculty member in persuring the course work and other related activity of their research

6.Faculty members are included in the University examination panels and are encouraged to be an internal,external examiner by providing the necessary assistance of on duty requierement

7.The faculty and academic support staff are encouraged to undergo biannual training in related fields - which enhances and upgrades their skill sets

8.The institute exhorts the faculty to publish their work (both academic and research) regularly

9.The institute encourages the faculty to have memberships of various professional bodies like Textile association of India, Institution of Engineers, Retail Institute

10.The faculty and support staff have the benefit of Casual and Medical Leave, in addition to Vacation Leave.

11.The admin and technical staff get earned leave in lieu of Vacation leave.

12.Once the probationary period is over, female staff are entitled for 6 months paid maternity leave.Subsidised in campus housing is provided for all staff members who wish to avail the facility

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

10

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

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

2

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

10

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The Army Institute of Fashion & Design adopts a three pronged approach towards the appraisal of the teaching faculty.

- A CR(Confidential report) is generated in two parts. A self appraisal form is required to be filled in by the concerned faculty in the month of June every year. This is a comprehensive form, in which the faculty is supposed to provide details of the classes conducted in the preceding year (two semesters). This includes total number of hours (theory and practical) and units taught, additional input and remedial classes taken by the faculty. The administrative duties and extra-curricular activities undertaken by the faculty are also listed as is any innovations in the field of teaching, publishing and research. Also to be listed is professional enhancement courses or seminars attended or conducted by the faculty.
- To this CR report is attached the feedback form filled in by the Head of the Institute, the Principal. This contains the feedback on the overall performance of the concerned teacher both on the basis of the selfappraisal of the same and through regular updating through information received.
- There is also a student feedback/faculty appraisal form which is circulated at the end of each academic year, wherein the student appraises the staff on a number of given parameters, including level of faculty engagement and imparting of knowledge, completion of syllabi, relevance to curriculum, teaching methodology and

discipline in the classroom. The Institute is sent to the management for their information, in the month of July each year. (as the CR report is submitted on June 30th every year)

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

Institute conducts both internal and external auditing.

Internal Auditing: Internal auditing is being carried out quarterly - both accounts and FD by an Army officer appointed by Chairman. The report is submitted to the Chairman. Annual stock taking is also conducted by a committee constituted by the Chairman annually with proper depreciations and the report is submitted to Chairman.

External auditing: it is being carried out by out sourced auditor and the report is submitted

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

3750000

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

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

Systematic financial planning process is in place at the institute. Every year the faculty members are asked to submit the expenditure outlay of their sections before January every year including the capital expenditure required. Institute works out the tentative expenditure of the present year. Taking that as the yard stick, institute works out the fee revisions. Budget for the next year will be prepared by taking the individual sections requirement. Discussions on budget will be carried out at institute level involving Principal, Registrar, HOD, Office Superintendent and Accounts Clerk. After deliberations, final format of budget will be prepared and presented to chairman and IMC for approval. After the approval, it will be considered as budgeted expenditure. Financial management of the AWES gives the financial powers for budgeted and non budgeted items and all activities are conducted accordingly. Requirement of the individual section is projected with the complete details of suppliers. By the respective staff through HOD to the Principal. AWES guidelines are effectively followed to procure the materials.

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

6.5 - Internal Quality Assurance System

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

Yes, the Institute has established an Internal Quality assurance Cell (IQAC). The Committee for the year 2020- 21 constitutes of the following members.

SL.No

Name Department & Designation

Composition

Position

1

Dr.S Kathirvelu

Principal Head of the Institution

Chairperson

2

Dr. Shashikala H

Assistant Professor

Teachers Representation Member

3

Mr Ravichandran P

Assistant Professor

Member

4

Mr Anantha Krishna

Placement Coordinator

Member

5

Brig Srikanth Joshi

Officer In Charge

AWES Management Representative Member

6

Mr Chandrakumar

Accountant

Senior Administrative Officer Member

7

Dr Shivakumar

Doctor

BBMP Local Society Representative Member

8

Ms Rhea Sunny

Batch 2019-22

Student Representative Member

9

Mr Ruben Emanuel

Batch 2019-22

Student Representative Member

10

Mr Rajeev Kumar Sharma

Senior Designer

Alumni Representative Member

11

Pinki Singh

Puma Employer

Representative Member

12

Ms Malathy Nitin Mudra

VM Head, Landmark Group

Industry Representative Member

13

Jagadhis Chandra

Parent Stakeholder

Representative Member

14

Mrs Veena K Thimmaiah

Assistant Professor

Coordinator Member

The Institute uses the IQAC to actively pursue its quest of providing quality education in the field of fashion education to the wards of the serving and retired army personnel. To this several quality checks are conducted and various committees are formed which the IQAC oversees.

1. Formation of mentor cell to personally interact with students on an individual basis

2. Formation of an anti-ragging unit, with an SOP in place to prevent any such incident

3. Forming of Institute disciplinary committees on need of the case basis by the Head of the Institute.

4. Forming of various committees to oversee the extracurricular and co-curricular activities of the institute.

5. Forming of the placement committee every year under the Head of Placement and Placement officer, with students from the final year to look into the merits of companies and industries coming for campus placement

6. Forming of various sub-committees for different events. Mostly students form part of these subcommittees led by a faculty member.

7. Arranging of guest faculty (with feedback from the students)

8. Arranging of workshops, seminars, symposiums.

9. Yearly stock checking of the institutes consumables and labs under the guidance of faculty.

10. Self-Appraisal by Staff in the form of CR Report

11. Feedback form by Students for staff appraisal

The IQAC meets regularly and the outcome is circulated via notices and IONs to the institute and concerned staff.

Many of the decisions of the IQAC have been implemented by the Head of the Institute.

1. The feedback generated from the students is collated and its results analyzed confidentially. The faculty is then handed the results of the appraisal and is called for an individual interaction by the Head of the Institute. The areas and scope for further improvement is then pointed out.

2. The faculty is sent for faculty development programmes and enhancement training after reviewing the demands put forth by the IQAC. 3. The decisions of some of the committees (mess, cultural, extracurricular) are resolved and implemented by the faculty in charge, after intimating the Head of the Institution.

4. Use of social networking tools like Facebook for better connection with the alumni.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://aifd.edu.in/iqac.html |
| Upload any additional information | View File |

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

There is a structured mechanism to ensure that the teaching-learning process evolves smoothly. It commences by receiving the Academic calendar from the Bangalore University. The Institute Calendar of events is then tabulated and the various events are chalked out for the semester and the academic year. The Allotment of subjects is done as per the expertise of the faculty and the need of the student. The time table is prepared for the individual classes and is strictly followed. The guest faculties are also informed to strictly adhere to the time table. Attendance registers are maintained for all classes, including additional courses, and parents are immediately informed over the phone and in writing, of any shortfall in attendance every month. In addition, a Lab timetable is also maintained, so as to ensure that Labs for various classes do not clash.

The Lab Assistant ensures that all the students attend the labs. The Lesson Plan is checked by the Head of the department to ensure that the curriculum is exhaustively covered and additional input is given in the form of teaching, assignments, presentations and tests. The outcome of the tests are assessed and circulated to the mentors for counseling the weaker students. Extra coaching and remedial classes are taken for these students so as to enable them to compete with their more accomplished class mates. The Principal takes surprise rounds of the institute to review the performance of the faculty and the discipline maintained in the class. The feedback form is circulated to the students and they are asked to review the teaching learning methodology of the faculty and its outcome is passed on to the faculty for further improvement if necessary. The faculties are also regularly sent to the industry and fashion houses for up gradation of skills. They are also encouraged to participate in seminars, conferences and workshops, both on a National level and international level. The IQAC takes a review of all the suggestions made by the various committees and approves implementation if necessary. The students in the library committee made the said suggestion. It was discussed in the IQAC and the same was implemented. An additional register was maintained by the librarian to record the traffic in the library during that period to understand the quantum of students using the library facility after hours.

The functioning of the institute has been streamlined since the introduction of the various committees. The regulations

implemented due to the various parameters and the quality checks set by the IQAC have greatly contributed to this. The student feedback has resulted in the improvement of the teaching methodology of the faculty and boosted their confidence. The faculties have been sent for various up gradation programmes during the semester break. There is also a constant up gradation of the software available in the CAD lab, and the facilities and machinery available in the laboratories. The facilities and the amenities and support services (placement cell, mentor counseling, clubs and extra-curricular activities) available to the students is also enhanced. Institute engages all categories of staff in the IQAC of the institute. After deliberations in the IQAC, all staff are involved in implementing the decisions and also accountability and monitors the same.

Regular feed back to the head of the Institutes will be given by the respective chairman of the committees. No deviation from the laid down procedure of SOP at quality cell is entertained without the permission from the head of the institutes. The academic audit forms an important part of reviewing the academic success of the institute and AIFD has been incorporating various practices to ensure smooth running of the academic process in the institute. The main form of this audit at AIFD is the feedback form received from the students. The various parameters clearly underscore the need for quality teaching practices. The feedback is collated and the individual faculty appraised of his/her performance as reflected in the students understanding. The Principal guides the faculty individually and suggests the scope for improvement if needed

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://aifd.edu.in/ugc%20guideline.pdf |
| Upload any additional information | No File Uploaded |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://aifd.edu.in/nirf.html |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Response: Our institute boasts of having a higher female student ratio each year. The institution is designed keeping the requirements of women as a priority. Effective facilities and measures are in place for promoting and implementing gender equity. The Institution have an active POSH cell to solve grievances. Students are given detailed and clear instructions during their orientation programme as freshers about gender sensitization. The faculty and administrative staff are also given instructions during their induction into the institution. The staff also proudly boasts of having higher female teaching faculty employee ratio.

AWES focuses on hiring women to bridge the gender gap. Various benefits like paid maternity leaves are a part of the organizational blue book. Similarly benefits like pad vending machines, pad incinerators, changing rooms/ladies room are provided in the institution. The institution has its very own Girls Hostel with ample of sample and facilities focussing on every need of the female student. The girls hostel has all the above mentioned benefits along with a lobby, lounge/leisure rooms on each floor, sports room, gym and visitors cabin. Girls are also monitored regularly by the hostel warden, security and the teaching faculties for their well-being.

To have a better understanding and to build rapport, the faculties regularly visit the hostel on rounds to ensure that the students are safe and comfortable and to create an environment which is like a home away from home. Students are encouraged to respect all

genders (including LGBTQ). Women rights are effectively followed. Workshops, lectures, webinars are held on gender equity as and when possible. Students are encouraged and guided to design and develop portfolios and projects which are gender sensitive. Women's day is celebrated with vigour. Informal discussions, counselling and mentoring are done regularly on body shaming, gender differences, co-existence, etc.

Safety procedures are strictly followed in the campus: CCTV cameras are fixed at the entrance and corridors Security allows the students to go out only with the permit card signed by principal Students are allowed to enter the campus with ID card Parents and outsiders are allowed to meet faculty and students with prior permission of the Principal Student ID card is printed with family photo to avoid any unauthorized person to approach the students. Parents were asked to sign the SOP at the time of admission Anti-sexual harassment cell ensures security by educating them on women rights and safety through various programs.

Safe and purified drinking water facility is provided for the students in the college campus. The internal compliance cell is in function to restore human dignity by sensitizing employees and students about sexual harassment issues. Covid-19 precautionary measures were carried out with proper sanitization and thermal check up. Strict norms were imposed to enter into the college campus as per the Covid-19 SOP for appropriate behaviour.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://aifd.edu.in//assets/images/img/gender/gender-sensitization.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | http://aifd.edu.in//campus_tour |
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment | B. Any 3 of the above |

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

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

The waste management in our institution focuses mainly on three R's - Reduce, Reuse and Recycle. Waste management steps include:

- a. Solid waste management
- b. Liquid waste management
- c. E-waste management

Solid waste management: Segregation of wastes is done based on the BBMP protocol- bin system - dry waste, wet waste and sanitary waste. AWES also has a stringent rule on waste being recycled inside the campus itself. Incinerators are installed in each block including residential quarters to incinerate all the dry waste generated in the campus. Effective use of incinerators are practiced. The wet waste generated goes into dry compost or manure for helping growth of lung space. The serene landscaping is one of the end results of wet waste recycling. Staff and students are given instructions to limit usage of plastic or plastic based products. Therefore, limited use of plastic is generally seen. Single use plastics are banned and any kind of plastics that are used get reused and do not end up in waste bins. The sanitary wastes generated are incinerated using pad incinerators in every girls restroom and the same is followed in the girls hostel also. All the printed papers taken for official purposes are then recycled by using them for review and sample prints on the unprinted sides. Similarly envelopes are reused. Most of the paperwork is encouraged in the form of soft copies, thereby reducing paper consumption.

Liquid waste management: A fully functional Sewage treatment plant (STP) is installed in our campus for re treating all the waste water and sewage. The treated water is then effectively used for Gardening purposes. Wastage of water is banned. Responsible consumption of water is encouraged. Faulty taps, Water-jets and

Flushes are regularly fixed to avoid excess water consumption and wastage. Staff and their family members are reminded every time to use the water effectively and a general instruction on water consumption is passed to the family also making sure that water is used effectively.

E-waste management: E-waste are first checked by a committee for any kind of repair. Only if they are deemed beyond repair or refurbishing they are condemned and then sold to scrap buyers during an annual auction.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://aifd.edu.in/gallery.html |
| Any other relevant information | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

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

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

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

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

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

E. None of the above

| File Description | Documents |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

D. Any 1 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Response: The institute boasts of having students across the Country. The merit based entrance OAT, ensures students enrolled are on merit based system. There is diverse mix of student population. The common denominator is that 90% of the students are wards of Indian army personnel, both serving and retired, with the majority being from lower ranks of the Army. We believe in unity in diversity. That's why our students respect the different religions, languages and culture.

We feel the college is our second home and all faculties like a family member. We greet and wish each other at different festivals and invite them to have a feast to get introduced with ones culture to have amicable relations and to maintain the religious, social and communal harmony. Similarly our students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony.

The diversity in India is unique. Being a large country with large population. India presents endless varieties of physical features and cultural patterns. It is the land of many languages it is only in India people professes all the major religions of the world. To represent our Indian culture, on the eve of our college annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructure for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

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

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

Response: The institution is under Army welfare education society. The emotion of oneness, patriotism towards the country is ingrained and the institution leaves no stone unturned to imbibe constitutional values in the staff and student population.

Tolerance and Harmony towards cultural diversity: Celebrations bring the students closer to each other's traditions, customs and cultural beliefs that foster respect and understanding. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing an effective, supportive, safe, accessible, and affordable learning environment. These elements are inculcated in the value system of the college community. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students. The college establishes policies that reflect core values.

Code of conduct is prepared for students and staff and everyone should obey the conduct rules. BNU has introduced a compulsory paper on the Constitution of India at Degree level across all

disciplines to create awareness and sensitizing the students and employees to constitution obligation As a part of strengthening the democratic values.

Every year Republic day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly constitution day also would be celebrated on 26th Nov every year. Independence day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | View File |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

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

Response: The Institution awaits opportunities to celebrate by organizing various events which reminds us of our diverse yet unified culture. The cultural team plays an important role in ensuring all the events are celebrated with great zeal along with sticking to the essence of the celebration.

Teacher's Day

The management felicitates the faculty on Teacher's Day. It is celebrated by the student council with scintillating cultural programmes followed by various games for the teachers.

Handloom day

Handlooms day is celebrated on 7th August every year. We arrange workshops by eminent handloom personalities on that day. Students are enriched with knowledge about the vast and diverse cultures across the Nation. We have also installed handlooms for the students to get a hands on experience.

Yoga Day

Yoga is for the mind, body and soul. Each year we at AIFD look forward to celebrating this day by unwinding. We invite and participate in sessions organized by yoga instructors each year. A fulfilled asana day it is.

Janmashtami

Janmashtami is a day of welcoming hope in a world filled with greed. Our student cultural team leave no stone unturned in celebrating the day with authentic events like Handi breaking, dance and pooja.

Onam

A beautiful day filled with essence of Kerala, pookalam and lamp adorning our campus teamed with Onam sadya cooked and served to all completes Onam.

Dasara

Dasara is a festival we look forward as the celebration goes on throughout Navratri. The victory of good over evil marks our celebrations. The campus is filled with cheer and joy throughout

the period. There are cultural events like Garba, Dandiya and color coded week.

Deepavali Festival of lights.

The essence of Dawn after each dusk is prominent in our celebrations. The college is lit up and so are our students.

Christmas Day celebration

Christmas is a time of love and peace. It is celebrated to inculcate the spirit of sharing and giving among students and also to spread the joy and happiness of festive season every year with all its solemnity.

Rashtriya Ekta Diwas (31st October)

The Day is celebrated with speeches and skits by students Swami Vivekananda Jayanthi(12th January)

National Youth Day

The Day is celebrated mandatorily under the instructions of the affiliating University. Students have participated in seminars and walks organised by the University.

Samvidhan Diwas (26 November)

The day was celebrated only by the staff and teaching faculty under he directions received from UGC. The preamble was read out in all the classes by staff and studetns.

Netaji Subhash Chandra Bose (Parakram Diwas)(23rd January)

A painting competition was organised for the students of the 1st and 2nd year.

KANNADA RAJYOTSAVA (01 NOV)

A poetry competition was organised for the studetns on state formation.

The students are also encouraged to take active part in subject related competitions.

The student team under cultural committee participated and got

shortlisted for 'MOOD INDIGO' by VOGUE INDIA. The theme on which they showcased their collection was - breakig boundaries- an amalgamation of all religions in the world.

The Final year students also partiticipated and won laurels for their immmense effort and creativity in the institutio level windw display competition conducted by the subject faculty. the entire activity was based on realisitic sustaibnable approaches in visual merchandising. The studetns also got a practical experience which follows our dyanmaic learning policies.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Response:

Title of the Practice1- ACADEMIC-INDUSTRY INTERFACE

Goal - The AIFD aim is - "To produce graduates who are ready to integrate seamlessly into the industry". One of the main goals stated in the Institution's vision is -

To Approach/Engage the Industry in order to establish AIFD as the leading provider of programs, services & learning opportunities for students, faculty and the public. As the Principal and most of the faculty have a strong background of working in and for the textile industry and Government agencies in promoting Textile Sciences, they have a great rapport with the stalwarts of the Industry. They have built on this rapport by creating a strong Academic Advisory Committee, with a good percentage of representation from the top managerial level of the Textile and Fashion Design Industry. The Committee reviews the progress of the Institution and constantly offers advice to upgrade the infrastructure through the introduction of several innovative

practises.

As the Chairman of the Institution and the Principal of the Institution are also part of the AAC, it is easy to implement these suggestions. The members also address the students and send their best people to conduct workshops in the institute. Being part of our Institute they also allow a good percentage of our students to do internships in their branches. They also help out in placements. The Context and the Practice It was on the advice of the Academic Advisory Board that the institute started subscribing to the expensive forecasting website, WGSN- which is renewed regularly. This is used professionally at many leading design houses like Reliance Trends and Shahi Exports. In fact we have had requests from leading fashion designers to allow them to access the site, as they found it a steep proposition, due to its prohibitive cost. This website predicts the various trends, colors, materials (from the fibre to the fabric, to trimmings and laces) that fashion will attain for the next five years. The information is updated 24 X 7, so that students get to understand the trends for menswear, womenswear, kidswear, across all categories of clothing like formals, informals, bridal, corporate and nightwear.

There is a strong archive as well so students can understand the history of fashion and textiles. Every designer of note with his latest shows are updated. Students can watch the latest fashion show in any part of the world within 24 hours of it happening. Some shows can be watched live on the website. It is a useful tool for designers, comparable to information from a thousand books. It was on the suggestion of the AAC that the digital garment printing machine and heat setting machine were purchased. The Lab Assistants and the textile faculty were trained in the use of this machine, which can print any design of any color width within a short period of time. All one had to do was to feed the design into the computer. The major plus point of this machine is that it caters to the latest digitalization trend in the industry. The Academic Advisory Committee also aids the institute in placing students by absorbing them into the workforce. The suggestions to do several internships in various departments, instead of the single internship demanded by the University, came from the Committee. This makes the student aware of the various possibilities that are open as career options, instead of following set notions about design and industry practice.

By participating in road shows conducted by some industries, the student gets to know and understand back office logistics and

account keeping as well. It was again on the advice of the AAC that several value addition courses were introduced. The feedback from the industries about the poor communication skills of some students was conveyed to the AAC. They recommended that the institute introduce business communication and soft skills training. Later personality development classes were also suggested especially for bookworms. These courses have helped build their confidence. The certificate courses suggested by the AAC have helped the students in building better CVs and hence more competent in joining the industry. Various workshops are organized along with the academic curriculum to groom the overall personality of the students. Personality development programmes, communication skills and English language proficiency workshops and a few foreign language courses are conducted for wider benefits. The support of the AAC has also greatly helped in the Research Development projects bagged by the college.

Evidence of Success

1. Subscribing to the Fashion Forecasting Website: The primary goal of design is change and acceptance. Design has to constantly change and evolve and find acceptance. Change because people need an excuse to buy new clothing. Clothing is no longer a need; it has become a status symbol. As incomes soar and people become aware of trends, the fashion designer has to constantly innovate and provide new styles for the market. The fashion forecasting website not only provides new trends and directions, it also offers the rationale behind the trends. For example, the IPL season, Olympics and World Cup Football will definitely show as a trend for sportswear and the colors of favorite teams. This would have been identified over three years back by the forecasters and hence the designers would have already produced the sportswear.

2. With the embroidery machine, students can develop and implement designs using up to 17 colors, within a short period of time. While hand embroidery is the Indian USP, the machine mimics any type of embroidery. It is a very useful machine and students can easily implement the same in the industry.

3. The digital garment printing machine and heat setting machine was purchased. The Lab Assistants and the textile faculty were trained in the use of this machine, which can print any design of any color width within a short period of time. All one had to do was to feed the design into the computer. The major plus point of this machine is that it caters to the latest digitalization trend in the industry.

4. While most institutes offering the same course allow the student to do their internship after the fourth semester, the AIFD practice of sourcing internships for their students right from the first semester vacations, using the good offices of the AAC, has paid rich dividends in the form of excellent placement of the students due to the practical knowledge that the student gains by the time he graduates.

5. The Value added courses add to the curriculum framed by the university. While the curriculum gives the students a strong theoretical foundation, the value added courses, enrich the student's personality and polish or indeed create their soft skills. The Communication classes help them function better as a leader or as part of a team.

6. Visual merchandising is one of the main careers of the future. Our students are encouraged and guided by our efficient faculty to participate in World skills. The 10 window VM Lab is one of the only kind in a fashion institute in the country. Problems Encountered and Resources Required Main problem institute face is the time of industry human resource. University involvement to promote the course and strengthen the course in association with industry is also another major problem,

2. DYNAMIC LEARNING & INTEGRATED TEACHING Goal: 'The aim is focussed on overall learning

Indian education system has focused on rote learning for the longest of times. Here at AIFD we focus on bridging this gap of studying and learning seamlessly. To provide students with a learning package so that they not only learn from the point of examination, but learn the real life applications as well. During the pandemic we have kept our students sane by adopting dynamic learning systems to keep them engaged and ensure they are making optimum use of the various programmes we offer. AIFD has gone a step further and worked on integrated learning systems.

For example:

i. WGSN website: Our institution boasts of having subscription to WGSN website which helps students to understand fashion and fashion forecasting. (During the webinar the design concepts were downloaded from WGSN by the concerned faculty and sent by email and Whatsapp to the students, as the website is only sourced in the institute registered IP address). A step ahead compared to syllabus based learning.

ii. Digital garment printing machine and garment embroidery machine: we have procured these two machinery for our students to get a real time view of the current trends and the machinery used in the industries.

iii. A string of webinars were conducted every saturday to keep them engaged and giving them inputs and exchanges from Alumnus, Industrial experts, Eminent academicians, etc. Internships and craft documentation were arranged for studetns to get some experience. This has helped students in the following ways:

1. Understanding of the various career aspects in the field
2. Gaining experiences and anecdotes from speakers through webinars and internships
3. Skill development
4. Perking thier interests in research

3. MENTORING Goal - The AIFD aim is "Academic and Creative Excellence

" Another of the main goals stated in the Institution's vision is, "to provide a rigorous learning experience built on the highest standards of academic and scholarly excellence; an environment that promotes creativity and experimentation; and diverse experiential learning with a variety of industry partners" The underlying principle is laying a strong foundation for the teaching- learning experience, by developing an excellent rapport with the students and understanding the way they function, their strengths and drawbacks. This is only possible because of the strong mentoring programme introduced by the institute. 60 students arrive for the B.Sc FAD course every year. 90% are from the Army background with roughly 50 % being from the Kendriya vidyalayas and Army Public Schools. The rest, though wards of the Army are from rural backgrounds.

For the majority, Hindi is the language of communication. Though they have studied English they do not really converse in it and have difficulty understanding the teacher. Added to this is the fact that 95% of the students are boarders and away from their families, it is easy for them to suffer separation anxiety from their home and parents(mother) feel lost and left out in class due to lack of communication skills feel embarrassed by their lack of conversational English feel overawed by the cosmopolitan city Feel the peer pressure and the need to dress like a "fashion" student. Give in to peer pressure and start using intoxicant and many such

problems.

The institute implemented the mentoring system in 2010, at first as a measure to keeping a check on student's activities. As it was difficult for a class teacher to get to know 60 students immediately, the 60 freshers were divided into groups of 15 and each group was mentored by a member of the faculty. Over the period of a semester it was decided that the mentor would remain the same over the next two year, even if the mentor did not teach the student in that particular semester. This helped the student develop confidence in the mentor. Many students started confiding their personal problems and grievances to the mentor, who would be able to convey the same to the principal (only if necessary).

The Parent is given the phone number of the mentor (along with other faculty and the warden's) and told to keep in touch. The mentor thus forms a bridge between the parent and the institution, and between the student and the institution. In the initial stages the mentor regularly checks on the progress of the student. The student has to meet with the mentor at least once a week if there are no problems, more frequently if there are grievances to look into. The mentor conveys to the teachers if there is a learning disability or communication problem, so that each teacher can handle the student in a better manner.

The mentor is also responsible for verifying the students activities like going to the local guardian's place for a night out. By introducing the practice of verifying each request with the parent, much of the anxiety about student's delinquency has come down. There is a fool -proof system, including verifying phone calls to the local guardian at night to check if the students are indeed at the Guardian's place. Mentors have been even more helpful in counseling students about department, dress and imbibing intoxicants. The system has been useful in curbing incidents of harassment of fresher's. While strong checks in the form of anti-ragging committees and squads and surprise checks have greatly curbed ragging, there is always the danger of stray incidents of mocking and harassment. The fact that the student can immediately call the mentor has resulted in the seniors treading with caution.

Mentors have a free hand in reprimanding and calling parents of offenders. Mentors are also the guides for the student's project dissertations in the sixth semester. By this time, the mentors have developed a keen idea of the student's capacities and hence can advise and guide the student for his project. At times, this

mentorship has carried over after the student graduates, with the student updating the mentor on his progress through his career. This is one of the main rewards of a teaching career - the shaping of another's future.

Evidence of Success By developing a personal rapport with the mentee, mentors have done much to shape the future of the student. Many problems (as in taking intoxicating substances) have been averted with swift and compassionate counseling. At times a gentle scolding is all that is needed to bring the student back on track. At other times it is the interaction with the distressed student that gives the mentor the idea of reshaping the value added courses or even rethinking the teaching-learning methodology. When conveyed to the Principal, the mentors immediately find support in changing or developing new modules for either professionals or the faculty themselves to teach.

For example, the obvious nervousness of the student when facing campus interviews and the feedback of the potential employer has led to the formation of a new module called "Interview Skills". Problems Encountered and Resources Required The problems that were encountered were rectified at the mentors level itself. A few cases needed psychiatric counseling. For this they were referred to the Command Hospital, for professional counseling. An example of this was a boy who refused to attend classes. After counseling he was persuaded to complete his studies.

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | View File |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

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

Response:

HOLISTIC DEVELOPMENT In the current era, the students must know about their inner strength. We believe the students need not only develop academically but also to develop the ability to survive in the modern world. The aim of holistic learning is to connect the mind, body, and spirit. It is about the development of healthy and positive relationships with their friends and family as well as social development, intellectual development, acquire leadership

skills, become globally-minded and improve their emotional health. Development of the abilities to learn from information and experience - this involves learning from data and information; learning from doing an activity, etc.

Development of abstract thinking abilities - understanding and thinking about concepts, ideas, principles, and objects which are non-verbal or not physically present. Development of comprehension abilities - ability to understand and comprehend written and verbal information. Development of logical and analytical thinking abilities - analyzing reasons behind events and situations, understanding the causes behind an event or situation, etc. Development of critical thinking abilities - examining concepts, ideas, problems, and issues, etc.

Development of creative thinking abilities - thinking of newer ways to solve problems; visualization; thinking of new ideas; etc. Development of problem-solving abilities - solving problems utilizing various concepts, solutions, etc. Holistic developments are carried out by a few main sections:

Transparency : The operation and work flow of the institution is according to the rules laid out by AWES in the blue book. We have rule books and operational manuals for all activities. The staff and students are obliged to follow the code of conduct set by the institution. Discipline and punctuality are two virtues of our institution.

Infrastructure: The institution ensures comfort with utmost importance for the resources provided. Smart board equipped classrooms, WiFi enabled hostel and institutions are in place. A well equipped library along with e-books is a blessing. The hostel is soon to be equipped with a compact reading space too. A well equipped gym and basketball, football, cricket and badminton courts are maintained because ' a sound mind in a sound body".

A wonderful lung space, with fruit trees and flowering shrubs has been maintained for the students to unwind after a long day at the college. This has helped students in living in a safe and serene environment - a home away from home.

Placements: Our institution proudly places all the students into the best possible work environments with companies like PUMA, Best Sellers and Reliance being our campus partners. The Institute also guides budding entrepreneurs and freelancers by giving them the benefit of the contacts built by the faculty and thereby giving

them that extra push for success.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

AIFD has a quality policy. "The institute strives to deliver comprehensive, continually enhanced, global Quality Fashion education through an established quality management system complimented by the synergistic interaction of the stakeholders concerned. We strive to communicate this policy to all the persons at all levels, so that this becomes working reality within the organization.

" The quality policy is developed by taking into consideration the management policy, student progress, expectations of the society and the welfare of the employees. The Quality Policy is communicated to each and every stakeholder through various channels of communication & has been displayed on every floor of the Institution to communicate it to all who visit the institute.

The Quality Policy is deployed by ensuring quality in all the activities and events conducted in the Institute. Quality is also ensured, maintained and given utmost importance in imparting Fashion Education Maintaining the Library and Information Centre, Computer labs, infrastructure, administration, examination, Student Information System and Placements.

For every activities happening, review of the progress at every stage is done to ensure that quality is maintained. On completion of the activity, all the committee members reviews the entire event by taking feedback from the participants, experts and staff members.If any flaws identified, is rectified in the next event with modifications and new methods are implemented.

The Institute formulates and changes the perspective plan from time to time as per need. It is aligned to our mission and vision statement.

The perspective plan for the next academic year is:

- We have moved beyond the online classes to classroom

learning. Emphasis lies now on engaging students in overall development along with learning while following strict covid protocol to remain vigilant

- B.Sc IDD is to be introduced from the year 2022-23. All arrangements are in the making, like building/classroom requirements and procurements of subject related equipments, softwares and materials
- As we have the NAAC peer team visit the upcoming year, we are gearing ourselves to face the visit. Preparations for the same are being actively done
- Implementation of NEP system
- Introduction of B.Sc. Interior Design and Decoration
- Introduction of short term courses , upgradation of labs by procuring latest equipments

Sustainability of Institute,

- Development and stabilization of UG Courses
- Quality Placement and training,

Institute Brand Image -

- generation of funds through innovation,
- consultancy services and short term courses
- Alumni-Ambassadors of Institute

For Stability and Diversification of Courses, following aspects are considered

- Determine areas of focus
- Develop New Programs
- Determine research strength
- Use of latest technology
- Opportunity to participate in diverse activity,
- Exchange program
- Internal and External marketing of Institute
- Empower and encourage faculty to strengthen academics, qualification and Campus discipline.
- For Quality Placement Communication & personality development
- Train to develop Interview skill & CVs
- Motivate students to participate in co- curricular and diverse activities
- Additional programs and workshop to bridge gap Interaction with international brands, buyers and designers

For Institute Brand Image:

- Establishing of Innovation and Consultancy services (Brand Positioning)
- Research Projects with Government agencies and Industries
- Short term courses
- Development of Design studio
- Development of Design team
- Tie up with Industries both fashion, apparel and Retail Industries
- National level Students Fashion Design Competition
- Conduct of national and international level program

For creating Alumni-Ambassadors:

- Integrate Alumni and conduct meet Promote success stories of AIFD to alumni and Industry
- Bring accomplished alumni to have program
- Create a broad range of opportunities for alumni to contribute to the college such as mentoring, internship and recruitment
- Development of Design team Tie up with Industries both fashion, Apparel and Retail Industries