



CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM PLANNING AND IMPLEMENTATION

1.1.1 *State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.*

Ans: The vision of the institution

To enlighten and empower women to become instrumental in enhancing the quality of society

Mission

- ✚ To provide education without discrimination to one and all
- ✚ To make economically and socially empowered value oriented citizens.
- ✚ To build competent, confident, positively inclined individuals.
- ✚ To uphold cultural identity and conserve heritage.
- ✚ To provide academically weak students access to higher education.

Objectives

- ✚ To address issues related to women both in the college and in the community
- ✚ Imparting skills for self employment
- ✚ To direct students for placement in work force
- ✚ Strengthening the intellectual climate of the Institution by developing and supporting research
- ✚ Overall development of the students through extracurricular activities, seminars and workshops

The vision, mission and objectives are displayed in prominent areas of the institution (The Principals' Office, Library, Staff room, College Office, Lobby, the Official website of the college and Canteen). It is also published in the prospectus, college magazine and other external and internal publications.

1.1.2 *How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).*

Ans: The College (MDSMC) has an indigenous process-oriented system. The college follows the Performance Excellence System (PES, explained in



Quality Journey towards Excellence) that leads the processes to a logical course of action. For effective implementation of curriculum realization plans, the institution conducts induction programme and orientation lectures for new students and imparts information about courses and systems of the institution. The institution uses Academic Calendar, Study Plan and PIE chart (planning, implementation and evaluation chart) to deploy action plans for effective implementation of the curriculum. Academic Calendars are made with special emphasis on internal exams, study plans, workshops, seminars and extracurricular activities. Time and again review is done through departmental meetings and strategies are made. As a result of these efforts every department actively engages in providing a wide range of activities. This helps in optimizing the delivery of curricula by using various aspects of intelligence of the students.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Ans: The support received by teachers from the University and/or institution are detailed in Table No. 1.1

Table No. 1.1 Assistance to Teachers by University and Institution

ASSISTANCE BY UNIVERSITY	ASSISTANCE BY INSTITUTION
Free ICT training	Duty leaves
Orientation on syllabus reforms	Computer Laboratory
Orientation on examination reforms	Faculty Development Programmes
Workshops on content analysis on new papers introduced	Budget reserved for Research projects
Question Bank workshops	Fund for curriculum based programme
Self Instructional Material Workshop	

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

Ans: Educational Excellence and Leadership Cell of PES along with the important



sub-committees Academic Council, Faculty Development, and Department Heads manages effective curriculum delivery and transactions through –

- ✚ Preparation of Study plan
- ✚ PIE charts
- ✚ Orientation workshops on syllabus
- ✚ Workshops on preparation of Question Banks
- ✚ ICT training
- ✚ Academic Audit
- ✚ Representation in BOS,FSC,AC,RRC and DRC

In addition at MDSMC Feedback by students on Teaching-learning and Curriculum helps to gauge the effectiveness of the teacher in relation to curriculum.

1.1.5 *How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?*

Ans: MDSMC in pursuit of its journey towards excellence is able to associate itself with different educational institutes, industries, National and International organizations such as Indian Merchants' Chamber (IMC), NCQM (National Center for Quality Management), and Dowling College USA, Kora Kendra, TCS, L'Oreal, IQAC of different colleges, other industries and corporate sectors. These associations resulted in acquisition of information and use of contemporary practical aspects of the subject matter which helps the faculty in smooth operationalization of the curriculum. The noteworthy programmes conducted in collaboration with the above mentioned agencies are -

- ✚ Training to teachers as Quality Examiners by the IMC
- ✚ Educating teachers, students and administrative staff in various Quality tools through expertise and MOU with NCQM
- ✚ Collaborating with Dowling College, New York; Iona College, New York; Panamericana University, Mexico to provide online leadership training programme using Black Board Technology
- ✚ Association with educational institutes in Denmark and Sweden culminating in a Students' Cultural exchange programme



- ✚ **The college is the first college in Maharashtra to have a tie up with L'Oreal.** The multinational company has set up base in the college and provides job guarantee to the students.
- ✚ Entrepreneurship training through a tie up with Kora Kendra
- ✚ Collaboration with TCS resulting in imparting Leadership and soft skills training
- ✚ SETU- Inter Generational Interaction research project in association with THRED NGO
- ✚ Free of cost training by Tata Consultancy services (TCS) to the students
- ✚ The college has a tie-up with Times of India Initiative Stree Shakti that provides entrepreneurship skills and self employment opportunities to the college students. As an offshoot of the project the college has a MDSLSE (M.D. Shah Life Skill Education) cell that helps young women to become entrepreneurs. So far 150 students have been trained for entrepreneurial skills.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members / departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

Ans: MDSMC's Customer Need Process (CNP) designed by IQAC is to identify emerging customer issues, feedback from stakeholders and market requirements for educational programmes and services, (Fig. 1.1). Significant contribution in curriculum development is achieved by following this systematic process.

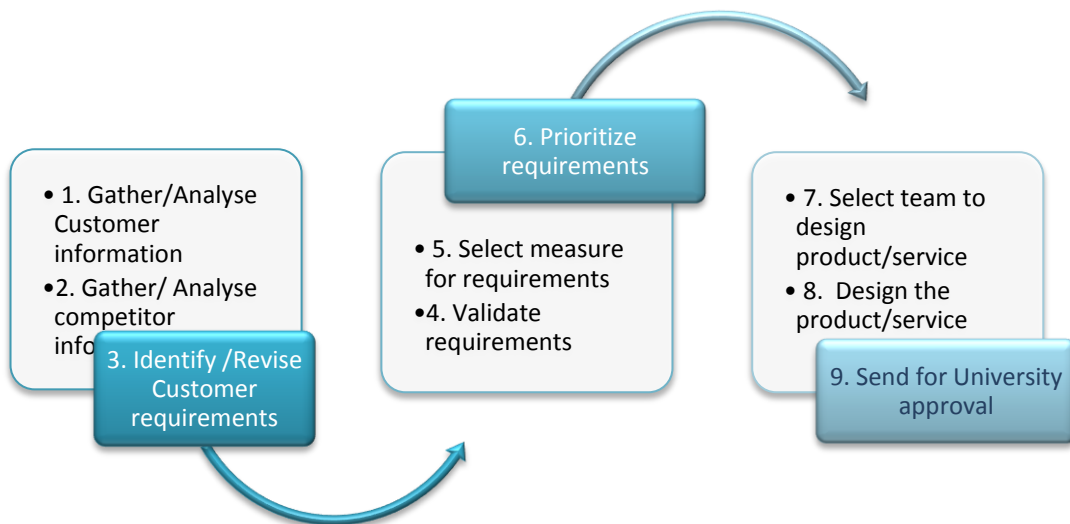


Fig. 1.1 Self designed Customer Need Process by MDSMC

- **The institution was pioneer in introducing the course of Bachelor of Accounts, Finance and Insurance (B.Com in AFI) in the University, a programme hitherto not offered by the University.**
- **The curriculum for Animation as a specialization programme in BMM was conceived and designed at MDSMC**

Faculty members from MDSMC provide input in major committees at the University and thereby contribute in curriculum development. The statistics of representation is as follows (Table No. 1.2) -

Table No .1.2 Faculty Representation in University bodies

UNIVERSITY COMMITTEES	NO. OF FACULTY
Members of Senate	5
Members of BOS	9
Members of BOE	1
Academic Council	4
Chairpersons of BOS	4
RRC	3
DRC	3
Feedback Committee	1



1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (Needs Assessment, design, development and planning) and the courses for which the curriculum has been developed.

Ans: Yes, MDSMC offers a number of training programmes for which the curriculum is designed by the faculty members. A scientific process is followed to design the curricula. The curriculum for courses developed at MDSMC is (Table No. 1.3)–

Table No. 1.3 Courses for which curriculum is developed at MDSMC

Type of courses	Diploma	Certificate
Short term courses (Offered by M. I. Patel Institute of Vocational Studies)	Fashion Designing	Fashion Designing
	Interior Designing	Interior Designing
	Travel and Tourism Management	Travel and Tourism Management
Add-on courses (Offered by the College Departments)	----	Ancient script in Brahmi, Kharoshti, Modi
	----	Numismatic studies
	----	Practical training in Nursery schools
	----	Stock Exchange course Personal Taxation Consumer Awareness Programmes Entrepreneurship Stock Market Operations ASP.Net Oracle Bridge Course Java
Enrichment course (offered by MDSMC)	----	Art of Living
	----	Public speaking Yoga Personality Development
	----	Communication Skills
Remedial course	----	English Mathematics
Bridge course	----	Vedic Mathematics
Coaching for Services	The course aims to groom and prepare the students for entry to civil services, banking, railway etc. in last 2 years around 350 students have availed of the facility	



Extension Courses	----	Beauty and Culture
		Computer Skills 3 D Max
		Jewellery Designing
		Vastu Shastra
		Vocal and Instrumental music
		Classical Dance
		Journalism
100 hours Computer literacy	-----	Certificate in Basic Computers

1.1.8 *How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?*

Ans: The PES system helps in assuring that the departments carry out the teaching learning process effectively. Academic audits are conducted every year-internal and/or peer reviewed. The departments also submit PIE (Plan, Implementation and Evaluation plan) that ensures that curriculum objectives are achieved. MDSMC ensures that the stated objectives of the curriculum are achieved through –

- Departmental meetings held periodically to monitor the implementation of curriculum in all mediums
- Emphasis on application of the curricula.
- Guidance to new teachers in the teaching field by HODs, Supervisors and senior faculty
- Use of different methods like dramatization of the text, group discussion, exhibition, student presentation etc.
- Centralized paper setting for college level exams results in fulfillment of curriculum objectives

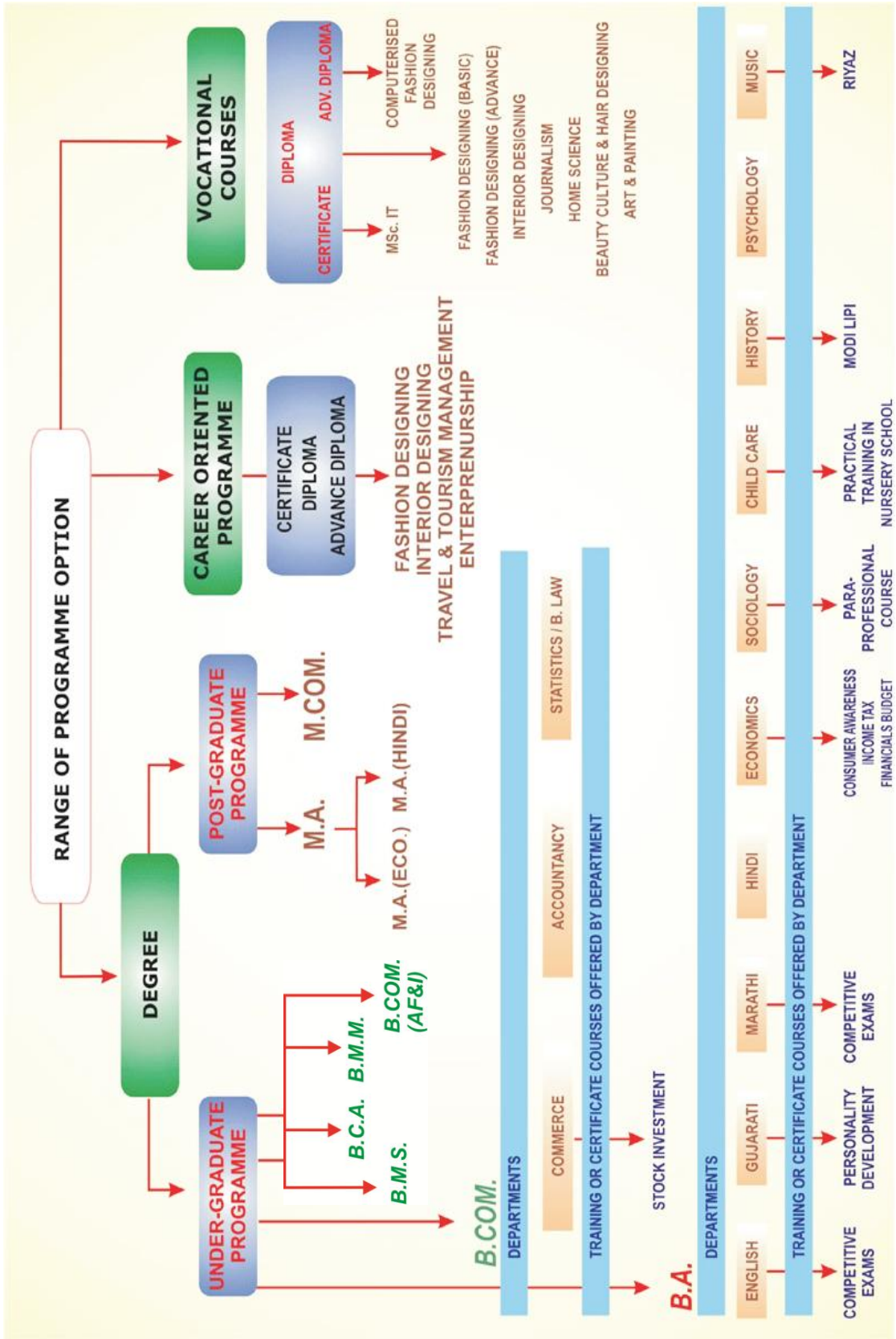
1.2 **ACADEMIC FLEXIBILITY**

1.2.1 *Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.*

Ans: Details of the range of course options are given in Fig 1.2 -



Fig 1.2





The institution has a Vocational Centre – M.I. Patel Vocational Centre attached to it which offers a number of certificate, diploma and skill development courses, the main goal of which is to build confidence in students. The other goals of the institute are:

- ✚ To provide training for skills which are in demand and can empower students and make them economically independent.
- ✚ To help students discover their talent and enhance it so that they make a mark in their respective fields.
- ✚ To encourage sincere and devoted students to break free of economic backwardness
- ✚ To aim at overall personality development of the students.
- ✚ To uplift socially deprived students through vocational education

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

Ans: As per the University Statute there is no provision for pursuing dual degree programmes simultaneously but the college offers add-on courses and COP courses enabling students an opportunity to learn more skills along with the degree programmes. (Listed in Table No.1.3)

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- **Range of Core/Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

Ans: MDSMC is the only one of its kind institution which offers BA Degree in four mediums – English, Hindi, Marathi and Gujarati. The college follows semester pattern with the total credit of each programme of 144 credits in six semesters. English is a compulsory subject in all six semesters which is a unique feature of the University. The institution offers two Foundation Courses at BA. Part I level namely - (1) History as Heritage (2) Women in



changing India. The subject “Current Concerns” forms the foundation course subject at BA Part II level.

The institution also offers B.Com Degree in two mediums – English and Gujarati. English being a compulsory subject is taught in all the six semesters. In B.Com I five core papers are offered.

At B.Com II level along with the core papers five elective components are offered from which the students can select any one.

At B.Com III level specialization is offered in three electives and of which the student has the option of choosing any one. All the courses are credit based.

To enable the girl student’s global competence, the college also offers a range of professional courses like BMS, BMM, BCA and B.Com (Accounts, Finance and Insurance). All these courses are of 120 credits and credit based. The curricula are recently restructured by the university.

The institution offers M.A, M.Com programmes to help in student progression. These courses ensure higher studies in the discipline concerned and offer number of job opportunities. Students of Under Graduate courses are offered Enrichment Courses (Table No. 1.3)

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Ans; Yes, the institution offers self financed Programs. The list for the programmes are as listed in Table No. 1.4

Table No. 1.4 List of Self Finance Programmes Offered by

MDSMC

Name of the Course	Year of Establishment	No. of Students (for the current year)	Fee Structure
BMS	2003	185	21670
BCA	2005	137	27380
BMM	2011	80	12390
B. Com in AF&I	2012	84	24300
M. A. (Hindi)	2005	108	7300
M. A. (Economics)	2004	84	7300
M. Com.	2004	80	7400



There are 20 qualified teachers with industry experience working in the self financed courses section. Remuneration given to them is as per decisions taken in management and college committee meetings.

New specialization in BMM with Animation as a third year elective has been designed and introduced by the self finance department. Taking into consideration the need to cater to the booming insurance sector, the department has designed and introduced B.Com with Accountancy, Finance and Insurance in 2012-13. It provides insight to all the three fields' of Accounts, Finance and Insurance, and helps the students to get better employability.

The self financed courses have special features like:

- ✚ Online examination devised by the faculty
- ✚ Book bank facility
- ✚ Fee installment facility
- ✚ Recruitment Assistance
- ✚ Well equipped computer lab
- ✚ Collaboration with industry and professional organizations such as MICM, Web Innovator Ltd., Techland
- ✚ Guest lectures by industry experts
- ✚ Value added courses (.Net, Functional English, Stock Market Management, and Bridge course in Math)

1.2.4 ***Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.***

Ans: MDSMC offers a number of additional skill development programmes as listed below:

- ✚ The BCA department offers many courses that are not a part of the university curriculum but are helpful in the job market. The department offers NET, SQL Bridge Course, JAVA.
- ✚ 100 hour Computer Training programme provided to students as part of University directive to make each graduate student computer literate and ready for the technology – assisted market.



- ✚ Facing Interview Skills imparted by the Placement Cell of the Institution
- ✚ Coaching Classes for Competitive exams
- ✚ Remedial English Classes to impart skills in Spoken English.
- ✚ Self Defence Training for girls

1.2.5 *Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?*

Ans: As per the Statute of SNDT Women’s University there is no provision for combining Regular and Distance mode of education. However, the University offers B.A/B.COM/M.A/M.COM Degree through the distance mode. The institution contributes with workforce (teachers) for arranging contact lectures held especially for distance mode learners and setting papers for Distance Education examinations. The institution assists the university to conduct the examination on the college premises. The faculty members also assist in writing course material and assessing Distance Education examination papers

1.3 **CURRICULUM ENRICHMENT**

1.3.1 *Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?*

Ans: To supplement the University’s Curriculum MDSMC offers many add -on and enrichment courses. To make students globally competitive, to sensitize them to their social responsibilities and to develop a mindset for research are the main objectives of the institution. To achieve these objectives MDSMC conducts workshops, seminars, talks, guest lectures, student exchange programs, field visits, educational tours, leadership training programmes, internal collegiate literary and cultural competitions and informative exhibitions. The additional courses offered by the college which are supplementary to the university curriculum mentioned in Table 1.3 also support the cause.

1.3.2 *What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?*



Ans: The efforts made by the institution to modify, enrich and organize the curriculum are arrived at through data analysis from systematic CNP (Fig.1.1), Student/Stakeholder Listening/Learning Methods (Table No. 1.6) and Feedback Mechanism. This collection of actionable information helps MDSMC in meeting the Student/Stakeholder requirements. Recognizing that typical end- of- course evaluation do not allow for current student dissatisfaction to be addressed in a timely fashion so MDSMC conducts mid-semester Teacher Assessment and Course Evaluation that includes open-ended questions about the students’ experience. Submitted anonymously, these evaluations are reviewed by individual faculty members. Each department meets the Principal to evaluate the feedback where they identify needed improvements and develop a collaborative plan to implement the changes and have helped in bringing marked improvement in Standards of Teaching Excellence (Table No. 2.20- Criterion II).

Table No. 1.6 Student/Stakeholder Listening/Learning Methods

Group	Listening/Learning Methods	Duration
Students	1. Induction Programme for beginners 2. Grievance and class representatives for each class 3. Student’s voice cell 4. Feedback related to Teaching-Learning, Satisfaction index, Safety, Curriculum	Annual Daily Need based Annual
Parents	1. PTA meetings 2. General body Meet and Executive body meet	Annual Annual
Workforce 1.Teachers 2.Administrative & support staff	Staff meetings, LMC meetings, Teachers’ Self Appraisal & Feedback on SLs Meeting with Principal, with registrar; Feedback on SLs	Periodically Periodically
Governing bodies University 1.Board of Studies 2.Faculty of Social Science 3.Academic Council 4.Senate	Circulars and meetings with members	Periodically



5. Management 6. Local Managing Committee		
Alumni(Maitree)	Alumni Meetings	Periodically (General and special)
Other institutions 1. University and Affiliated colleges of SNDT Women's University 2. University and Affiliated colleges of Mumbai University 3. Health Care Organization 4. Other institutions (for eg. Numismatic Centre)	Circulars, written correspondence and meetings	Need-based

Career Guidance & Placement Cell and Departments interact with industries to collect information about the latest trends in the employment market. Training and campus interviews by prominent agencies are conducted to give opportunities to the students. Kotak Mahindra, TCS, L'Oreal, Kora Kendra are some of the agencies who have offered training which would help students to seek placement.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Ans: MDSMC being a women's college affiliated to a Women's University has an inclusion of gender issues in a majority of the courses offered. Environmental Studies is a compulsory component of the curriculum. In addition, the institution makes conscious efforts to integrate relevant social issues into the curriculum. The work of Career Guidance & Placement Cell, Students' Welfare Cell, Anti-Ragging Cell, Family Counseling Cell, Sexual Harassment against Women, N.S.S., N.C.C., Technology Cell, Arogyam (for health of



students and staff), Green Initiatives, RTI Cell, Value Education programmes are some initiatives taken in this direction.

The significance given to Gender Equality programmes led to the institution getting accolades from the Government of Maharashtra in a Gender Sensitization Programme called “Jagar Janivancha”, an initiative of the state government to improve enrolment of women in colleges and ensure a safe and secure environment for girls on campus. **The college won the IInd prize for the initiative in entire Mumbai suburban and IInd at University level in the academic year 2012-13.**

MDSMC also organizes an annual theme based exhibition. To state a few examples - Exhibition on **Valuing Values** highlighted Gender equality, Cleanliness, Women and Law. **Ascentrepreneurship** was an attempt to provide firsthand experience to students to plan, manage and run small businesses.

Philanthropic inclinations of the top management cascade to the senior leaders and are instrumental in sustaining the core competencies of the institute. SL and top management under the auspices of Jan Seva NGO are working on four significant projects for community wellbeing – Sakar- for underprivileged children; Umang- for senior citizens; Prayatna and Astitiva, project for youth. Students from various departments participate in these projects. Apart from this, regular tree plantation drives, and water harvesting are incorporated as extracurricular activities by all the departments. .

Departments also include Social Outreach Programme through which students are sensitized towards social responsibilities. A few note-worthy programmes are listed below:

- ✚ ‘Setu’ – bridging the generation gap through interaction between youth and senior citizens
- ✚ ‘Beautification’ of the surrounding area by N.S.S. students
- ✚ Awareness on health issues in nearby communities
- ✚ Sensitizing students towards the underprivileged group of society



1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- ***Moral and Ethical Values***
- ***Employable and Life Skills***
- ***Better Career Options***
- ***Community Orientation***

Ans: Various courses offered by the institution for students' holistic development are listed in Table No.1.5 -

Table No.1.5 Courses offered by the institution for student's holistic development

Areas	Courses/ Programmes offered to ensure holistic development of student
Moral and Ethical Values	Enrichment programme, Certificate course in Ancient Scripts, Numismatic study, Yoga, observing religious festivals
Employable and Life Skills	Short courses on Animation and Graphic, Creative writing, Communication Skills, Leadership Skills, skill development through Research and Surveys, Projects and presentations, publishing ventures such as Newsletters by students
Better Career Options	Campus interviews and recruitment by Placement Cell, Career Guidance Seminars by departments, Event Management by students on the occasion of different programmes and exhibitions, hand-on-training through Entrepreneurship Cell, Coaching classes for Competitive Exams, Workshops on How to Face Interviews, Study tours and field visits.



Community Orientation

Blood Donation Camps, Health check-up for students, faculty and senior citizens,
Thalessemia check-up for students,
Visit to institutions for Disabled Children, Slums, Orphanages, Old age homes etc;
Cleanliness drive.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Ans: Feedback forms an integral part of MDSMC. Feedback is taken from all stakeholders – students, staff, parents, peers etc. It is analyzed and notified to the members of BOS resulting in an impact on discussions in the area of curriculum revision.

A demand from students and stakeholders' voice led to introduction of new programmes at UG and PG level. The most distinguishing contribution of MDSMC has been introduction and syllabus framing of two courses hitherto not offered by the University (B.Com in AF&I and Animation specialization in BMM).

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

Ans: The institution has a number of enrichment programmes. Students need to complete two Enrichment Courses within three academic years. Feedback is taken from students on the effectiveness of the programme. A special committee is appointed to select the programmes on the basis of the need of different students. The conduct and the discipline of the students in day to day life and during various college, university, cultural and academic programmes and examination help in gazing the tangible effect of the enrichment programmes.

1.4 FEEDBACK SYSTEM

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?



Ans: Designing a new degree programme B.Com (AFI) and a new paper ‘Animation’ in BMM degree programme is the direct contribution of MDSMC in the development of the University curriculum. The institution has formed communication channels amongst the stakeholders to ensure proper feedback of the academic programmes. The feedback is documented and analyzed and corrective measures and suggestions are conveyed to the University Board of Studies through the representatives to the BOS. A number of faculty members at MDSMC are contributors in designing of syllabus and evaluation as members of important Universities bodies (Table No.1.2).

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Ans: Yes, the institution seeks a formal written feedback on Teaching- Learning, including the curriculum (Table No. 1.6) and effectiveness of the course from each student at periodic intervals. The performance of the group of students in each course is also looked at for indications of quality and the level of difficulty. PTA meetings are also helpful in collecting responses. These responses are conveyed to the University. For self-financing courses internal changes are incorporated into the curriculum through suggestions and consultations of experts.

Table No. 1.6 Student Satisfaction with Curricula (In %)

	2010-11	2012-13
Quality of curriculum	90	90
Usefulness	80	80
Overall satisfaction	90	90
Comparison with peers	90	90

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Ans: During the last four years MDSMC successfully introduced the following new programmes-



1. Bachelor in Commerce with specialization in Accounts, Finance and Insurance
2. Bachelor in Mass Media (BMM)
3. Specialization in “Animation” for BMM course

The above three courses are with the SNDT Women’s University.

Any other relevant information regarding curricular aspects which the college would like to include.

Ans: In addition to the new courses introduced in the college, MDSMC initiated two courses –

- ✚ A three month online course in 2010 on Leadership Training series in collaboration with International Educational Institutes (*Dowling College, New York; Iona College, New York; Panamericana University, Mexico*)
- ✚ Three month grooming course by L’Oreal

The rationale of introducing these programmes was the vision of the college to empower women. All the new courses possess a market demand and give students a wider perspective.