



CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 STUDENT ENROLMENT AND PROFILE

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

Ans: MDSMC is a premier women's institution with a junior college attached to it. In-house students are given first preference in the admission process. MDSMC also ensures wide publicity to the admission process through -

- + Prospectus
- + Institutional web site
- + Advertisement in regional news papers
- + Visits to neighboring areas to create awareness about the college, especially about the mediums
- + Use of local cable network
- + Displaying banners at strategic points
- + Distributing pamphlets and handouts in the locality and schools in the vicinity

The students of the attached junior college are also made aware of the courses through:

- + Orientation to Std XII students about the details of the courses offered
- + Organizing combined programmes by teachers with Junior college
- + Inviting alumni to guide students about the scope of the subject

The efforts taken to ensure transparency in the admission process are -

- + To ensure transparency, admission committee comprising of Principal, in charge, Supervisors and representatives from faculty
- + Rules and regulations as per UGC and University norms are followed
- + For streams where there is a great demand, merit list is displayed on the notice board

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Ans: MDSMC is a Gujarati linguistic minority grant-in-aid-college and

admissions to Degree courses in Commerce, Arts, Professional and Post graduate courses are done in accordance with the guidelines prescribed by the University. The college caters to first generation learners. To include girl students in the gamut of higher education, the institution follows the policy of inclusion. For students from economically weaker sections, a committee is appointed to look into their needs. Sports students are given admissions according to government norms.

2.1.3 ***Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.***

Ans: The percentage of marks for admission at entry level is shown in Table No. 2.1 –

Table No. 2.1. Admission criteria at entry level

Courses	% for admission at entry level - MDSMC	College A	College B
General courses (B.A./B.Com)	35% (and also multiple mark sheets)	40%	45%
Professional courses [BMS/BMM/BCA/ B.Com(AFI)]	45%	45%	45%
Postgraduate courses	45%	45%	45%

According to rules framed by the university the reserved category students are given a concession of 5% over general students in professional courses like BCA, BMS, B.Com (AFI) and BMM.

2.1.4 ***Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?***

Ans: MDSMC has a Student Data Management System (SDMS) which enables quick access to student information. It possesses a database for information on Generation of U-roll, Issue of I-card, Library card, Fee management, Examination process, Result preparation and Railway Concession resulting in improvement of time cycle during admission process and preparation of student profiles.



2.1.5 *Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion*

* *SC/ST, OBC, Women, Differently abled, Economically weaker sections, Minority community*

Ans: The admission policy of MDSMC and its student profiles demonstrates the National commitment to diversity and inclusion as seen in Table No.2.2-

Table No.2.2 Admission policy to different categories of students

Category of students	Strategies adopted for admission
SC/ST & OBC	Govt. rules for admission and in-house facilities
Women	Admission strictly to women
Differently abled	Special facilities for physically handicapped and humane attitude
Economically weaker sections	Govt. and in-house free ships and facilities
Minority community	Rules per Minority institution

Information and support is additionally provided through -

- Announcements made over the public address system about scholarships for SC/ST and OBC students
- Facility of payment of fees in installments
- Freeship offered by College, PTA, staff members and NGOs

2.1.6 *Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.*

Ans: Table No. 2.3 gives details of various programmes offered by the institution during the last four years -

Table No 2.3 Statistical details of MDSMC programmes



(*In the following table 1,2,3,4 indicate academic years 2010-11, 2011-12, 2012-13 and 2013-14)

Programmes	Number of applications				Number of students admitted				Demand Ratio			
	1 *	2	3	4	1	2	3	4	1	2	3	4
Undergraduate Programmes												
BA	1984	1855	1783	1627	1651	1612	1416	1319	1.20	1.15	1.26	1.23
BCOM	1213	1380	1359	1236	1009	1149	1116	1084	1.20	1.20	1.22	1.14
BMS	198	205	219	190	162	190	213	182	1.22	1.08	1.03	1.04
BCA	139	166	172	143	131	153	151	138	1.06	1.08	1.14	1.04
BMM	0	15	50	85	0	13	46	80	0.00	1.15	1.09	1.06
BCOM(AFI)	0	0	21	89	0	0	21	84	0.00	0.00	1.00	1.06
Postgraduate Programmes												
MA (Economics)	65	78	99	89	62	78	78	80	1.05	1.00	1.27	1.11
MA (Hindi)	85	95	96	131	78	83	88	108	1.09	1.14	1.09	1.21
MCOM	42	56	78	92	35	48	73	80	1.20	1.17	1.07	1.15
Certificate Courses												
Fashion Designing	40	48	66	49	35	44	56	40	1.14	1.09	1.18	1.23
Interior Designing	32	42	35	55	30	37	29	46	1.07	1.14	1.21	1.20
Diploma Courses												
Fashion Designing	43	47	53	80	35	38	43	60	1.23	1.24	1.23	1.33
Interior Designing	42	52	57	69	30	42	45	50	1.40	1.24	1.27	1.38

The college has seen decline in number of students for vanilla courses especially in the regional mediums. The reason analyzed is the urban inclination for English medium education and preference for vocational courses. To cater to the needs of global market, the institution has started many professional courses. To increase awareness about the courses, teachers take guest lectures and campaign in neighboring educational institutes.

2.2 CATERING TO STUDENT DIVERSITY

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

Ans: The institution believes in the spirit of inclusion and displays positive attitude towards catering to the needs of differently abled students. Facilities provided include -

- ✚ Provision of ramp at the entrance for physically challenged students



- ✚ Making changes in timetable to shift the classrooms to the ground floor
- ✚ Writers for visually challenged students
- ✚ Provision for separate seating arrangements during examinations for visually challenged students
- ✚ Personal coaching and mentoring by teachers
- ✚ Equal opportunity to differently –abled students
- ✚ Necessary adaptations are made in Teaching- Learning process

To bridge the knowledge gap of the academically weak students and bring them to the main stream, the following strategies are adopted:-

- i) English speaking courses are given to students who come from vernacular mediums
- ii) Bridge course in Mathematics and Statistics are offered to Commerce students
- iii) Remedial course in English is given to students weak in English

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

Ans: MDSMC does not possess a formal system to assess students’ knowledge and skills before the commencement of the programme. But each teacher has an informal method to understand students’ knowledge and skills and makes a teaching plan to align with the needs of the syllabus which is submitted to the Educational Excellence & Leadership Cell.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

Ans: Several steps are initiated by the institution to bridge the knowledge gap of the enrolled students. Teachers identify slow and advanced learners through the personal rapport developed by them and the strategies drawn are listed in Table No. 2.4 –

Table No. 2.4 Strategies to Bridge Knowledge Gap

Sr.No.	Strategy adopted to bridge knowledge gap of slow learners
1.	One to one teaching
2.	Tutor ward coaching
3.	Teacher to Student Mentoring
4.	Student to Student Mentoring (Senior to Junior)
5.	Project work
6.	Peer tutoring
7.	Remedial teaching
8.	Skill based courses
9.	Enrichment courses for all classes
10.	100 hrs computer programme

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Ans: MDSMC sensitizes its staff and students through a variety of approaches and activities on issues of gender, inclusion and environment as laid out in the Table No 2.5 –

Table No. 2.5 Approaches and activities on Gender, Inclusion & Environment

<p>Gender Sensitization</p> <ul style="list-style-type: none"> • Incorporation of Gender sensitivity topics in the syllabus (Foundation course, History, Child Care, Sociology) • Dissemination of information through literary fine art and theatre activities • Committee Against Sexual Harassment (CASH) • “JagarJanivancha”- the college won the 2nd prize at Mumbai Suburban level and University level • Topics like Gender Equality, Women and Law are routinely taken by guest resource persons • Seminar on ‘Educating Families’ where male members of the families were sensitized about female issues
<p>Inclusion</p> <ul style="list-style-type: none"> • Talks, documentaries and film shows

- Astitva project – A unique project for students
- Inter Generational Interaction Project – SETU (an attempt to bridge the gap between generations)
- Projects on Senior citizens, school drop-outs and youth through JanSeva NGO
- Refresher course on Inclusion (4 faculty members)
- Quality Circle projects (where teachers, students and administrative staff work together)

Environment Awareness

- Study tours to Nature Park, film shows on environment, articles written on Nature and displayed; and activities like beach cleaning, cleanliness competitions etc.
- Dissemination of information through literary fine art and theatre activities
- The college has a tradition of felicitating guests with Saplings
- The college has provisions for Water harvesting
- The college tries to reduce paper usage through various measures

Inculcating Values

- ‘Valuing Values’ – a yearlong programme taken up by all academic departments
- Aim of the ‘Valuing Values’ project to raise the existing bar of values among students, staff and community
- The college took up Beautification of the road adjacent to the college

2.2.5. *How does the institution identify and respond to special educational/learning needs of advanced learners?*

Ans: The identification of advanced learners is done by respective teachers and the measures used to satisfy their special needs are listed in Table No. 2.6 –

Table No. 2.6 Measures for Advanced Learners



Sr. No.	Measures adopted for facilitating advanced learners
1.	Group discussion
2.	Debate
3.	Add-on courses by academic departments
4.	Participation in college and Inter-collegiate competition
5.	Research work
6.	Additional reference books
7.	Coaching for competitive exams
8.	Motivation for classroom presentation
9.	Enrichment courses
10.	Application of computer skills for presentations

2.2.6. *How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?*

Ans: MDSMC has established a strong orbit of Support Services (Fig. 2.1) which helps in collection, analysis and create intervention strategies for all students at risk of drop out. Excellent rapport between teachers and students is a special characteristic of MDSMC.

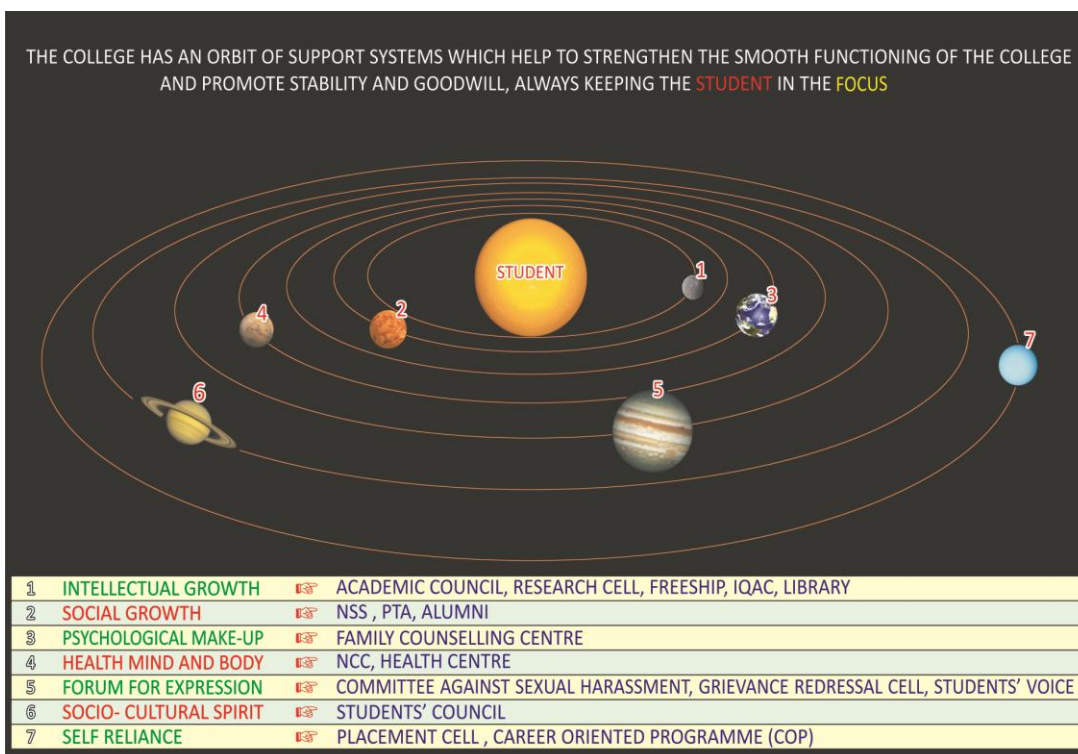


Fig. 2.1 Support Services To Support Students

Scholarship, fee concession, facility to pay fees in installments, Remedial teaching, mentoring, counseling, extra coaching are few examples of the support provided by Support Committees.

2.3 TEACHING-LEARNING PROCESS

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

Ans: The Educational Excellence & Leadership Cell of PES oversees the activities of the Academic Council. The Academic Council monitors teaching- learning and evaluation schedules of the institution. To facilitate this function the council prepares-

Academic calendar – In the beginning of every academic year the calendar is prepared where in the following days are mentioned-

- Teaching days
- Activities Implementation Plan
- Examination schedule
- Sports' Day



- Annual celebrations
- Seminars, workshops
- Public holidays.

Study Plan – Every teacher prepares study plan in the beginning of the academic year. The teacher also plans the schedule for internal examinations. A copy is submitted to the Academic council.

Activities Plan (PIE)- Departments plan departmental activities at the beginning of the academic year. At the end of the academic year, a review meeting is called to assess the implementation. PIE (copies will be made available at site visit) is filled by the departments every year and evaluated by the Academic Council.

Examination Committee- It plans out the examination schedule for every academic year. Evaluation blueprint specified in the University syllabus is conveyed to the students at the beginning of the academic year and before each examination schedule.

Audit – MDSMC conducts internal and peer audit every alternate year for all the academic departments.

2.3.2 *How does IQAC contribute to improve the teaching –learning process?*

Ans: The major contribution of the IQAC is the creation of a system named **Performance Excellence System (PES)** helps realize the journey towards excellence in all academic and administrative areas of the institution. Approach, Deployment, Learning and Integration are the four factors used to evaluate the teaching- learning process by the Educational Excellence and Leadership Cell (along with Academic Council, Career Guidance & Placement Committee, Library, Examination Committee, Enrichment Courses, Book Bank, Alumni, PTA and Discipline Committee).

2.3.3 *How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?*

Ans: Learning is made student-centric through participatory learning. The humanistic approach towards education is seen in the Table No. 2.7 –

Table No. 2.7 Approach Used for Student-centric learning

EMPHASIS	IMPLICATION	EXAMPLES
Emotional Intelligence	Greater emphasis on feeling and thinking in students	Mentoring, counseling
Self- concept	Development of positive self-concept	Enrichment courses in personality development
Communication	Attention to the development of human relationships and honest interpersonal communication	Leadership training, Student leaders of varied kinds, lecture on communication skills, role play, group discussions etc.
Personal values	Recognition of the importance of personal values and facilitating the development of it	Value education programmes, talks by experts

The system of internal assessment enables teachers the freedom to structure the lessons according to their choice as competitive, individualistic or co-operative learning. The teacher receives additional support from infrastructural facilities made available to them by the institution in the form of A.V. room, computers, updated library resources etc. Training is given to teachers for subject enhancement with orientation, seminars and workshops and, film appreciation programmes. Knowledge sharing is a healthy practice among staff members.

2.3.4 ***How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?***

Ans: Education at MDSMC goes beyond the standard teacher-centric text-book oriented classroom teaching. This develops a culture of divergent thinking in students leading to creative and critical thinking exhibited in project work, class presentations, participation in competitions and extra-curricular activities (achievements in university and other competitions of students in literary, fine arts and theatre events are an indication of this). The emphasis on the applied aspect of the subjects is the strategy employed by teachers to acquire scientific temper, life skills, knowledge management skills and lifelong learning. Celebration of 2012 as the year to 'value Values' led to adoption of Scientific Temper as one of the new age values- the students propagated the message of eradication of superstitions through live demonstrations and experiments.

2.3.5 ***What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.***

Ans: Essential facilities provided by MDSMC for effective teaching are as follows (Fig No. 2.2)–

Infrastructural facilities available in the college	Training provided to faculty	Usage
<ul style="list-style-type: none"> •A – V Room •Computer room •Well equipped Central Library •Departmental library •Psychology laboratory •Free Internet 24 x 6 •LCD projectors, laptops and smart boards 	<ul style="list-style-type: none"> •Advanced computer training in collaboration with SNTD Women’s University (7 days) •Training to use Google applications •Creation of blogs •Creation of Yahoo groups, Google groups •Workshop on Use of Statistical tools for Quality Circles •Guest lectures on naturopathy, appreciation of art, •Life after 40 years •Training of staff members for RBNQA quality process 	<ul style="list-style-type: none"> •Yahoo groups among students and teachers •PPT presentations •Google drive for assignment assessment •Social networking media Facebook, WhatsApp, etc. •Computer Aided Learning Solutions •Knowledge Management System

Fig No. 2.2 Facilities for effective teaching

2.3.6 ***How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?***

Ans: The Faculty Development Committee under Human Resource Development Cell arranges for exposure and training of faculty to advanced level of knowledge and skills. In addition Departments organise such programmes for students. The academic departments conduct seminars, workshops, invite experts, hold exhibitions in their respective disciplines for faculty and students. In addition several programmes are organised by various committees as listed in Table No. 2.8 -



Table No. 2.8 Programmes giving exposure to advanced level of knowledge

PROGRAMMES FOR FACULTY	PROGRAMMES FOR STUDENTS
IQAC organised seminars/workshops on Quality Assurance in Higher Education, Innovation, Quality Circles, etc.	NSS and NCC organised Training programmes on Leadership (collegiate, intercollegiate and inter-university level)
Faculty Development Committee organised talks on Voice Culture, Appreciation of Art in Life, Use of internet, Knowledge Management, etc.	Students' Council organised skill development workshops on art and painting, public speaking, etc.
MDSMC organised a series of seminars on Adding LIFE to Life	Arogyam Health Centre organised talks on Cancer Detection, Beauty Culture, Anemia, Family Planning, Thalessemia, etc.
Research Cell organised talks and seminars on Research Methodology, Statistics in Research, Acquiring Research grants, etc.	Counseling Cell organised lecture of Students and Exam Phobia, Managing Stress, etc.
Technology Cell organized ICT training workshop	Career Guidance and Placement Committee organised talks and training programmes on Career Guidance and options
Library organized Book exhibitions (annual) and seminars for students and faculty	

2.3.7 *Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?*

Ans: The details of academic, personal and psycho-social support and guidance services to students are as follows (Table No. 2.9) –



Table No. 2.9 Extended services to students

Support/ Service	No. of students	Process	Agency
Personal health care	650 annually	Annual checkup for anemia and Thalessemia detection followed by counseling to Thalessemia Minor students and parents; Talks, seminar and camps for students	Health Centre
Personal growth	Approx. 1000 annually	Group guidance, seminars and training	Career Guidance & Placement
Professional counseling	459	Individual guidance	Counseling services
Academic advice	100/year	Coaching for services Remedial English	Academic Council
Professional sports	Approx. 50/year	Training in sporting activities	Sports
Psycho-social and cultural development	> 800/year	Training and exposure to literary, fine arts and theatre	Students' Council
Professional growth	460	Professional training	Self-financing courses
Academic, professional and skill – oriented	Approx. 350/year	Add-on courses, COP courses	Academic departments

2.3.8 *Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?*



Ans: Innovative teaching approaches/methods adopted by the faculty is listed below in Table No 2.10 -

Table No. 2.10 Innovative Teaching Approaches

INNOVATIVE APPROACHES IN DAY TO DAY TEACHING	OTHER INNOVATIVE APPROACHES
Computer assisted Learning	Intercollegiate paper reading seminars
Power point presentation	Arrangement of Drama and Movies related to syllabus
Reference to websites, blogs, creation of webpage	Field trips, industrial visits and educational tours
Usage of audio visual aids	Quiz
Interactive sessions	Role play, skits and street plays
Group discussions	<ul style="list-style-type: none"> • Activities related to creative thinking- Creative writing, picture stories, best out of waste, puppet making, poster making, chart making, wall paper
Use of dictionary and news paper cuttings	Guest lectures and talks by Alumni
Yahoo and Google groups	Project work

The Academic Council at MDSMC conducts an annual academic audit wherein emphasis is given to adoption of innovative methods of teaching-learning. Consequently, the departments plan, implement and evaluate their yearly activities. The report of the audit is discussed in the annual meetings where best practices are shared.

The varied method of teaching taps the intellectuality of the heterogeneous group of students and help to improve their cognitive abilities. The outcome of this is distinctly noticed in the overall performance of students (a student with multiple mark sheets at entry point graduates in the first attempt).

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

Ans: The library resources helps students in day-to-day teaching-learning process, project work, individual and group assignments, reference work, presentations in seminar and workshops, map reading, e-learning, building vocabulary and

engaging in good study habits. The librarian took up a project to enhance readership among students. The library strives to inculcate reading habits among students and the value of discipline. Library resources enable students to keep themselves abreast of current happenings and events in the outside world. ‘Learning to learn’ is augmented through Library resources.

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

Ans: MDSMC does not confront problems in curriculum completion. The general conception of difficulty in completing the syllabus is diminished with the planned approach of the Academic Council towards teaching –learning. (Fig. 2.2)

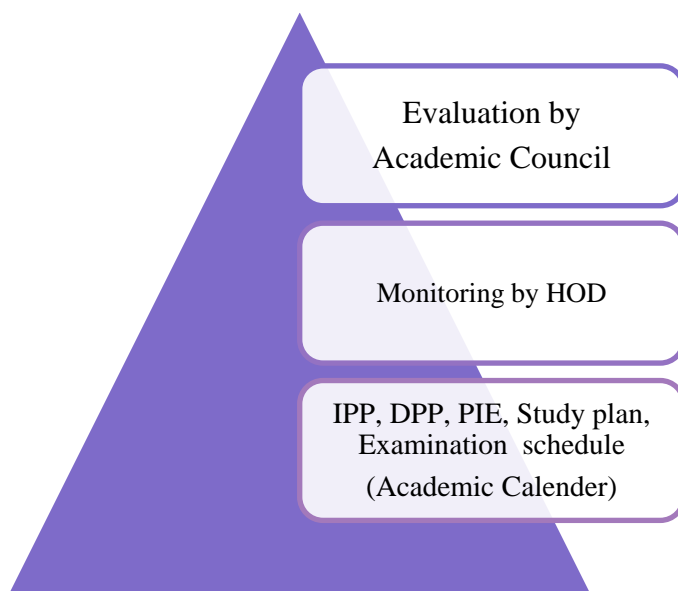


Fig.2.2 Systematic approach in Teaching-Learning schedule

2.3.10 How does the institute monitor and evaluate the quality of teaching learning?

Ans: MDSMC has a well defined system to monitor and evaluate quality of teaching-learning detailed in Table No. 2.11-

Table No. 2.11 Systematic Procedure to monitor and evaluate quality of teaching-learning

PERIOD	PLAN	MEASURE
DAILY	Attendance of students and workforce Monitoring of Teaching-Learning Discipline maintenance	Attendance record Study plan ALERT (Workforce), 75% attendance (students)
WEEKLY	Monitoring of IPP	Study plan
MONTHLY	Departmental meetings Monitoring of IPP and DPP	Minutes of the meetings PIE
QUARTERLY	Departmental meetings with Principal, IQAC	Internal audit report
SEMESTER	Staff meeting Meetings with PES leaders Feedback on Teaching-Learning	Minutes of the meetings “ Feedback forms
ANNUAL	API Audit of Academic and Support services Feedback On Satisfaction Index Course evaluation General PTA meetings	API score Audit report Satisfaction index Feedback form Attendance

Besides the internal agencies MDSMC recognizes the need to improve and enhance knowledge imparted in the College from external agencies (NCQM). Quality Enhancement Teams conduct projects for improvement of quality in different areas such as ICT in Teaching-Learning, Performance Excellence in Self Financing courses, and system creation for smooth and effective functioning of the institution. MDSMC has presented these projects at external competitions and won laurels.

2.4 TEACHER QUALITY

2.4.1 *Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum*

Ans:

Table No 2.12

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	1	4	6	3	5	19
M.Phil.	0	0	1	5	3	5	14
PG	0	1	15	6	10	19	51
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	1	1	2
PG	0	0	0	0	7	18	25
Part-time teachers							
Ph.D.	0	0	0	0	1	9	10
M.Phil.	0	0	0	0	2	1	3
PG	0	0	0	0	3	13	16

2.4.2 *How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.*

Ans: MDSMC is adept at adopting and adapting need based new programmes. To cope with the fulfillment of these programmes qualified and experienced visiting faculty, resources persons from specialized areas and professionals are engaged. The details are listed in Table No. 2.13 –

Table No. 2.13 New programmes and Faculty

Programmes/Emerging areas	Faculty	Year
Numismatic study	Resource Persons from Indian Institute of Research in Numismatic Studies, Nasik	2011-12 onwards
Ancient script –Modi, Kharoshti and Brahmi)	Resource Persons from Extramural Studies, Mumbai	2011-12 onwards
Animation	Professionals in the field	2013-14

2.4.3. *Providing details on staff development programmes during the last four*



years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

Ans: a) *Nomination to staff development programmes*

Table No. 2.14

Academic Staff Development Programmes	Number of faculty Nominated
Refresher courses	20
HRD programmes	01
Orientation programmes	09
Staff training conducted by the university	23
Staff training conducted by other institutions	03
Summer / winter schools, workshops, etc.	01

B)Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ❖ *Teaching learning methods/approaches*
- ❖ *Handling new curriculum*
- ❖ *Content/knowledge management*
- ❖ *Selection, development and use of enrichment materials*
- ❖ *Assessment*
- ❖ *Cross cutting issues*
- ❖ *Audio Visual Aids/multimedia*
- ❖ *OER's*
- ❖ *Teaching learning material development, selection and use*

Ans: The shift from Annual Pattern to Semester Pattern resulted in various Orientation Seminars/workshops in Teaching-Learning methods/approaches, Handling new curriculum, Content analysis for the new course, preparing Question bank, assessment methods and weightage to different topics, and Teaching learning material development, selection and use.

Areas	Training Programme Organised
Teaching learning methods/approaches	13
Handling new curriculum	15
Content/knowledge management	15
Selection, development and use of enrichment materials	13
Assessment	13



Cross cutting issues	13
Audio Visual Aids/multimedia	2
OER's	2
Teaching learning material development, selection and use	15

c) *Percentage of faculty*

- * *invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies*
- * *participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies*
- * *presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies*

Ans: Table No. 2.15 A, B, C indicate Faculty engagement in different academic activities -

Table No. 2.15(A) Percentage of faculty invited as resource persons

Invited as Resource persons at	2008-09	2009-10	2010-11	2011-12	2012-13
MDSMC	16	18	22	24	22
Other colleges	8	12	10	5	11
University	2	3	5	9	5
Other agencies	2	2	0	0	3

Table No.2.15 (B) Faculty Engagement in Seminars/Workshops

Participation at	2008-09	2009-10	2010-11	2011-12	2012-13
State level	70	60	62	63	64
National level	20	34	30	34	36
International level	50	10	25	20	-

Table No.2.15 (C) Faculty Engagement in Paper Presentations at Seminars Workshops/Conferences

Presentation at	2008-09	2009-10	2010-11	2011-12	2012-13
State level	26	34	29	36	36



National level	16	32	26	34	38
International level	05	00	11	10	07

2.4.4 *What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)*

Ans: MDSMC has an encouraging attitude towards faculty in giving facilities for self up-gradation. Faculty is motivated and encouraged through flexibility in timings, adjustment in Time Table, duty leave, study leave, library facilities, etc.

2.4.5 *Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.*

Ans: Five teachers were adjudged with Best Paper Presentation Award at various State and National Conferences and Seminars during the last four years. Such teachers are felicitated by the Management and Principal at Annual meetings. Faculty members (both teaching and non-teaching) who have contributed constructively to the institutional growth are felicitated during annual functions

2.4.6 *Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?*

Ans. MDSMC has a systematic annual Feedback Mechanism which serves as a foundation for determining the voice of the students (Table no. 2.16)

Table No. 2.16 Satisfaction with Teaching-Learning (In %)

	2008-09	2009-10	2010-11	2011-12	2012-13
Depth of knowledge	60	70	75	80	82
Communication skills	70	71	73	80	84
Teacher-student rapport	100	100	100	100	100
Use of ICT	30	50	60	65	75
Evaluation skills	50	59	68	79.5	87.9



Overall impression of teachers	60	70	80	80	80
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In the year 2013-14, Feedback and Evaluation Cell added a new dimension to the Feedback Mechanism by chalking a competency index for the faculty through a Peer Review within the institution. From 2013-14 the Cell introduced on-line feedback for assessment of teachers by students for each subject.

The information obtained through feedback in area of teaching-learning from students is used to identify areas for improvement and respond to students' concerns and changing requirements.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 *How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?*

Ans: MDSMC ensures that students and faculty are aware of the evaluation processes/changes in the evaluation processes through -

- Orientation at entry level (Induction Programme)
- One to one communication between teachers and students.
- Communication of the decisions regarding any change in evaluation process are made by BOS members and Academic Council to the departments
- Departmental meetings

2.5.2 *What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?*

Ans: Major evaluation reforms adopted by MDSMC are as follows (Table No. 2.17) –

Table No. 2.17 Major Evaluation Reforms adopted by MDSMC

EVALUATION REFORMS OF THE UNIVERSITY	EVALUATION REFORMS INITIATED BY MDSMC
Moderation system	Question bank on C.D.
Re-evaluation of answer papers applied by students	Online examination
Declaration of Results within 45 days of completion of exam	Exam committee to look into unfair practices
Vigilance squad	MCQ for internal examinations for all

	classes centrally
Ban on use of cell phones during exams	Freedom to conduct internals with scope for innovations
Internal-External pattern of examination	Centralized paper-setting of first year degree course (all mediums)
Semester pattern	Flexibility in internal exam schedule
CAP and centralized paper-setting of Second year and third year degree courses	-
Minimum passing marks for both internal and external examination set by University	-

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Ans: The Examination Committee monitors the effective implementation of the evaluation reforms of the university and those initiated by the institution. Infrastructural facilities and support from administrative staff enables the smooth execution of the evaluation process. In addition a feedback on the evaluation process helps in streamlining the inadequacies.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Ans: The system of internal examination acts as a formative evaluation approach. On the other hand University examinations (for Semester III, IV, V, and VI) measure student learning and achievement. Internal assessment encourages study habits in students whereas University examinations allow students to assess themselves in a larger perspective.

This system helps MDSMC fulfill its mission of serving first-generation learners. To cite a few examples of success stories –

- ✚ Ms. Vijaya Bhosale with multiple attempt certificate at entry point graduated with a gold medal in History subject in 2011
- ✚ Ms. Darshana Parab / Ms. Rutuja Aroskar with multiple attempt certificate at entry point graduated with a gold medal in History subject in 2011
- ✚ Ms. Pooja Nair / Ms. Ami Shah with lower percentage at entry level and successfully completed the Degree course with Distinction.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

Ans: Analysis of achievements/results of students is discussed in meetings of Educational Excellence & Leadership Cell with Department Heads. The content of the meetings include -

- Subject wise results prepared by teachers concerned
- Success and failures' percentage calculated for each subject under one department. This serves as a yardstick for monitoring the performance of students

Based on the outcome of the meetings corrective measures regarding teaching-learning process, extra coaching for weak students and acceleration in teaching for gifted students are planned and executed. Table No.2.18 (A) and 2.18 (B) indicates the pattern of achievement across the programmes offered –

Table No. 2.18 (A) Patterns of achievement for past 5 years

Results	2008-09	2009-10	2010-11	2011-12	2012-13
BA	70.23	68.95	73.33	88.42	87.87
BCOM	70.23	58.10	53.89	80.19	79.44
BMS	62.00	97.00	98.00	98.00	98.00
BCA	45.83	75.00	90.00	73.00	93.61
MCOM	77.70	73.33	59.00	75.00	88.00
MA(Eco)	66.67	65.00	75.00	82.76	78.13
MA (Hin)	97.73	100	100	88.24	83.33

Table No. 2.18 (B) Rank holders at the University

COURSES	2008-09	2009-10	2010-11	2011-12	2012-13
BA/BCOM	02	05	08	03	-
SFC	-	-	05	07	01
PG	-	-	02	03	-

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.



Ans: Internal assessment system has brought in the following significant improvements during the last four years -

- Improving performance measures are conveyed to students
- Continuous evaluation where unit wise tests or daily lecture tests are done
- Surprise tests, Quiz programmes
- Moderated Peer assessment of tests/presentations contributing to independent learning
- The results, attendance and over all behavior of each student is discussed with parents in PTA meetings held in the middle of academic session

Internal assessment marks are out of 25 the marks and assignments are preserved according to university guidelines. Students are informed by the teachers lucidly about the methodology of marking and the weightage is based on Content, Independent learning, scientific temper, Communication skills, Presentation.

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Ans: Yes, assessment is an indication for evaluating student performance. In addition students' holistic development is evaluated through their participation in co-curricular and extra-curricular activities (sports, socio-cultural activities, art and theatre, etc.). Individual teachers consider assessment as a measure for achievement of learning objectives and supplementary actions (peer tutoring, extra coaching, remedial classes) are taken to improve the performance in unsatisfactory cases.

Results of individual departments and teachers are compiled and presented in the LMC (Local Management Committee) and college committee meetings. If the results are not up to the mark requisite actions such as one-to-one talk with the teacher concerned, counseling to students and concerned teacher, infrastructural changes (if required), etc are taken.

2.5.8 ***What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?***

Ans: MDSMC has a Level Base Grievance Mechanism (Figure 2.3). It handles complaints from students and stakeholders. To manage complaints from a large number of students, GR is selected from each class who acts as the Complaint Manager to collect grievances. These grievances are addressed and resolved in CMP (Table No. 2.19). In addition to LBGM, a special committee called Students' Voice handles group complaints and resolves them by organizing face-to-face meetings. Grievance Redressal Mechanism is a creation of Quality Circle and secured a prize at NCQM's BEQET Competition. This justifies the appropriate functioning of the mechanism and exhibits the satisfaction of students and stakeholders. Fig 2.3 - LBGM

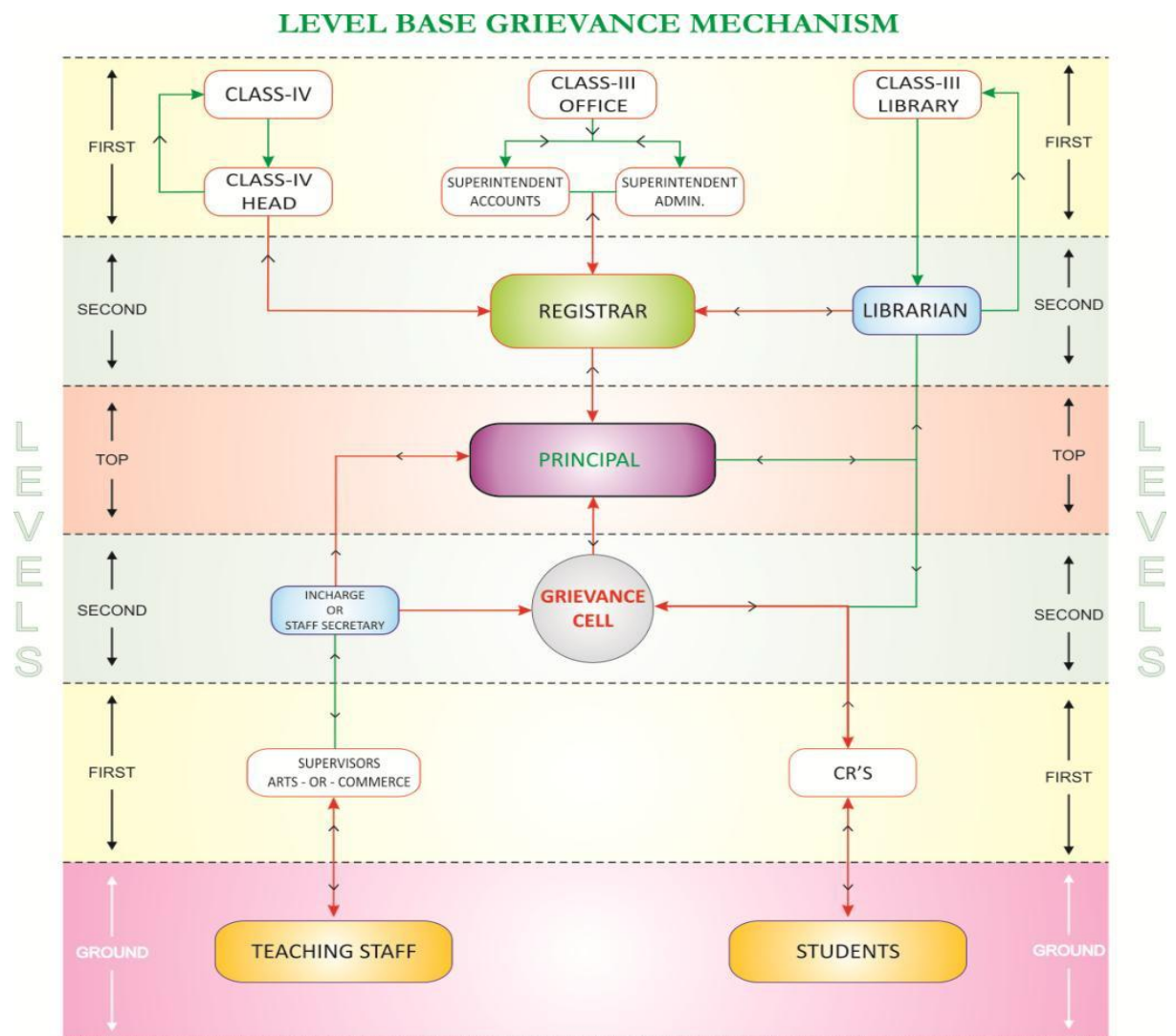


Table 2.19 Complaint Management Process

Step	Process
1.	Receive complaint via GR, face-to-face, meetings or forums
2.	Analyze and log complaint
3.	Contact submitter for further information if needed
4.	Assign responsibility and resolve
5.	Re-assign to Supervisor if needed
6.	Follow-up with submitter

2.6 STUDENT PERFORMANCE AND LEARNING OUTCOMES

2.6.1 *Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?*

Ans: The learning outcomes are stated in the mission statement of MDSMC which clearly defines the objective of making economically and socially weak students self-sufficient, self-reliant, socially conscientious so that they can be humane and good citizens. This broad outcome is arrived at through smaller action plans incorporated in the study plans and departmental plans of the institution. Vision-Mission is displayed at strategic points in the college premises which get embedded in the minds of all the stakeholders. Smaller action plans are detailed by individual teachers in their respective classes.

2.6.2 *How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?*

Ans: Focus on teaching-learning responsibilities as institutional priority regulates the timeline planning in a semester-based calendar. Action plans are deployed throughout the institution by different committees and the academic departments to ensure key objectives are met. The committees and academic departments follow the PIE process and report the progress to PES leaders during biannual (and/or need based) Review Meetings. The academic departments conduct a monthly meeting based on the PIE process. Information and instruction is exchanged between respective HOD and department members. The meetings are aimed to address the short term goals.

2.6.3 *What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?*



Ans: MDSMC takes immense efforts to enhance the social and economic relevance of the various courses offered. To give a kaleidoscopic dimension to the courses offered, the following additional efforts are taken by the departments-

- Add-on courses like Ancient script, Numismatic studies
- Hands on training in running small businesses
- Entrepreneurship training programme
- Dissemination of information on physical and psychological health
- Research projects in various subjects
- COP courses like Travel and Tourism, Fashion Designing
- Computer studies

In addition enrichment courses like yoga, public speaking, personality development, Art of living, etc. are offered.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

Ans: Actionable information on educational programs and services are obtained through Feedback Mechanism, interaction with different stakeholders (formal and informal) and market trends. For e.g. Former students are invited to intervene and share success stories and study strategies with at-risk students. Tutoring, mentoring and career counselling for individuals and groups are arranged. Student Exchange programmes and intercollegiate events form a premise to judge competitor needs and desires. Students’ performance at University level is analyzed at various level viz. individual teachers, departments, Educational Excellence and Leadership Cell and Management meetings. The information acts as a catalyst to initiate new and need based educational programs and services. Based on this information and subsequent analysis, Educational Excellence and Leadership Cell implements Standards of Teaching Excellence (Table No. 2.20) as guidelines for providing educational services that will meet student requirements.

Table No. 2.20 Standards of Teaching Excellence

REQUIREMENT	PROCESSES/SERVICES
Knowledge management and	Value-added courses, enrichment courses,

Instructional Support	remedial teaching, coaching for competitive exams and computer literacy
Orientation to fresher	Induction programme by SLs
Instructional excellence	PES and Audit of academic programme
Guidance from faculty	Mentors, and professional role model standard
Respect for individual	Value education
Technology	Compulsory training in computers, internet access free of cost

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

Ans: The monitoring of learning outcomes is done at different levels depicted in Fig. 2.4

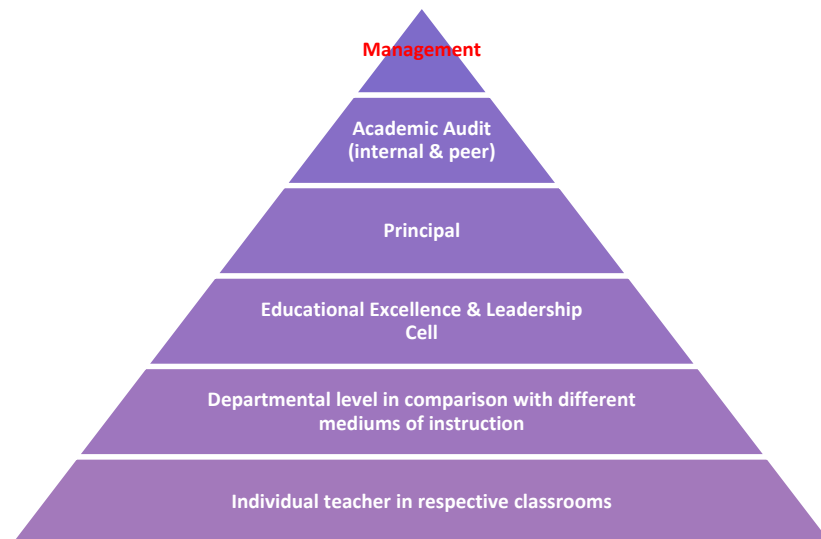


Fig 2.4 Levels of Monitoring Learning Outcomes

2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

Ans: “Sanskruta Stree Parashakti” and “Sukh Shanti Prada Vidya” is the motto of



the affiliating University and the college respectively. The vision statement of MDSMC reflects and emanates the essence of both these mottos. All the educational programmes, orbit of support services around the students, and the systematic functioning of MDSMC leads to holistic development of the students.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Ans: Shri M. D. Shah Mahila College continuously strives to reinvent and set higher targets for itself. In 2012-13, a decision to benchmark MDSMC with the international standards of excellence led the institution to volunteer for the **Rama Krishna Bajaj National Quality Award (RBNQA)**. This award follows the same criteria and similar rigorous process of evaluation as the Malcolm Baldrige criteria of the USA. The journey towards excellence resulted in the achievement of **Performance Excellence Trophy** from Indian Merchants' Chamber - Rama Krishna Bajaj National Quality Award. This prestigious award was received in a platform where highly influential organizations like Birla White, Reliance and Singapore Global School competed for different categories.