



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 *State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?*

Ans: **The vision of the college is**

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.

The establishment of MDSMC with the aim of 'education for all' serves the primary need of the student population who belong to the middle and lower-middle class section of the society. As an educational institution, developing, maintaining and promoting ethical and moral behavior is the base of the core values which is accomplished through academic (History as Heritage, Women in Changing India), Enrichment courses (Life Skills, Yoga) and co-curricular programmes (Value Education, Environmental Studies).

The college strives to expose and prepare the students to the global competition and also preserve the traditional values.

6.1.2 *What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?*

Ans: Leadership at MDSMC begins with Senior Leaders' (SLs) role in setting the tone for Performance Excellence with students and community in focus. MDSMC follows the approach of Participative leadership which enables



smooth deployment of the quality plans. Open door policy, feedback from stakeholders and Focus on Future are incorporated in the design, implementation and execution of the policies. The guiding core value for institutional governance is creating conducive environment for individual development, institutional development and eventually societal development. The approach is not to emphasize hierarchical system of high control and top down orientation but to have a horizontal system of management with shared control orientation and delegation of power and responsibility.

The role of top management in implementing the policy-

✚ **Every employee is encouraged to take up new challenges**

(The office staff and teaching staff are encouraged to take up higher studies, research projects, TQM measures like Kaizen, 5-S and Quality circles)

✚ **The staff is encouraged to take up multidimensional roles**

(Besides the conventional roles the staff is motivated to take up multiple roles as leaders in different areas of institutional development like health, extension work and overall development of students)

✚ **Transparency encouraged at all levels**

(Decisions are taken in consultation with key functionaries- Principal, Supervisors, Heads of Departments, Registrar, and Librarian.)

✚ **Partnership roles are emphasized**

(Constructive suggestions are encouraged from all levels irrespective of hierarchy)

The leadership role of the Head of the institution in governance and management of the institution is depicted in the flow diagram, Fig. 6.1.

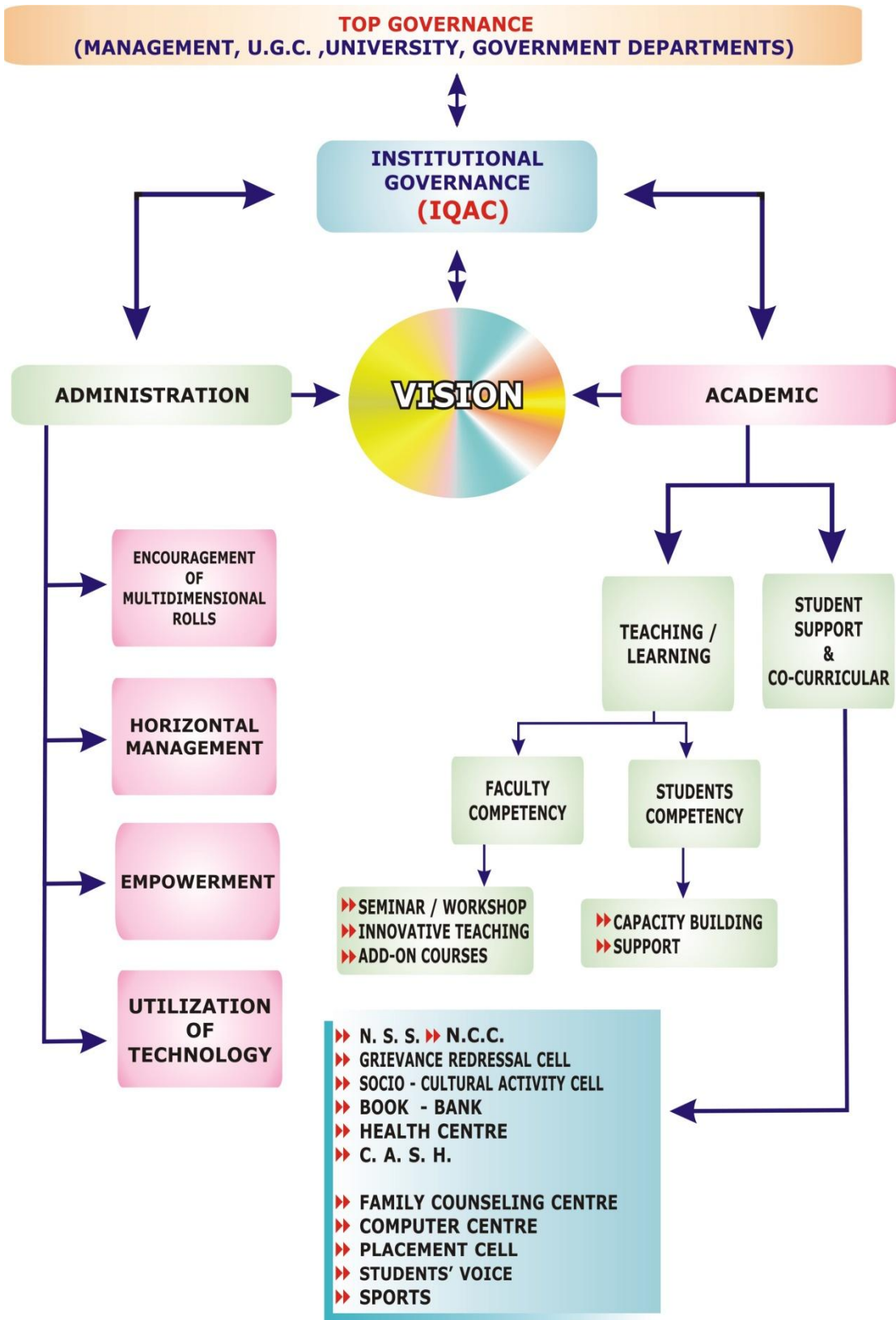


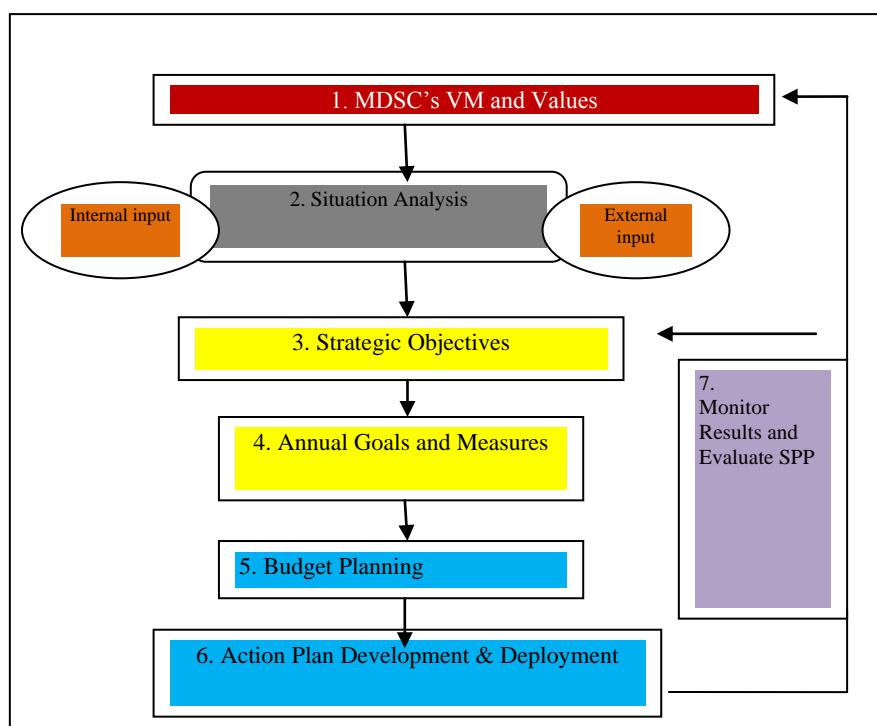
Fig. 6.1 Leadership Role in Institutional Governance

6.1.3 What is the involvement of the leadership in ensuring:

- *the policy statements and action plans for fulfillment of the stated mission*
- *formulation of action plans for all operations and incorporation of the same into the institutional strategic plan*
- *Interaction with stakeholders*
- *Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders*
- *Reinforcing the culture of excellence*
- *Champion organizational change*

Ans: MDSMC’s Strategic Plan and Strategic Planning Process (SPP) starts with VM and values. The IQAC members are the primary Strategic Planning group who follow PES to coordinate data collection for SPP. The systematic SPP contains seven explicit steps (Figure 6.2). MDSMC identifies potential blind spots through internal and peer audits. Strategic challenges, advantages and core competencies are reviewed at IQAC meetings. IQAC members rank the challenges after scanning higher education trends, changes in the competitive environment, stakeholder feedback and MDSMC performance (academic results). For each challenge the most important corresponding advantages are identified and discussed. To ensure sustainability core competencies are then examined in the light of market trends and strategic challenges faced by the institution.

Fig 6.2 Strategic Planning Process





MDSMC's short and long term planning time horizons are 1 year and 5 years respectively. The 5 year plan is revisited annually so that the annual plan leads to the development of 1 year Plan. The short term time horizon is set according to the academic year. Long term time horizon is influenced by the UGC plans.

Step 2 of SPP (Fig .6.2) helps leaders to examine institute's strengths and weaknesses. This leads to identification of opportunities and gaps, prepares MDSMC for major shifts in the educational programs and services; stakeholder and market needs and preferences. It also responds to competitive challenges. MDSMC uses information from internal and external sources ((Fig .6.2) to form the basis for plan development.

Long term organizational sustainability is accomplished through MDSMC's SPP and institutional performance reviews, budget planning, systematic improvement of work processes and emergency readiness. Long term sustainability is considered in the analysis of strategic challenges and in development of strategies to address them.

6.1.4 *What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?*

Ans: MDSMC has a well-defined organizational performance review procedure which monitors and evaluates quality of teaching (Table No. 2.11).

On the basis of this data, IQAC evaluates the organizational performance in relation to Strategic objectives and Action Plans. The focus of these reviews is to look for opportunities to improve efficiency and motivate workforce for innovation. The frequency of reviews is established so that MDSMC has sufficient time to adjust performance to achieve desired targets by the end of each academic year. The use of this data is vital for MDSMC's success.



6.1.5 *Give details of the academic leadership provided to the faculty by the top management?*

Ans: Representatives of top management in IQAC, active participation in SPP and presence in all academic endeavors of the institution acts as a catalyst for academic excellence. Various communication methods including mechanisms



to encourage frank two-way communication throughout MDSMC helps top management and SL's communicate with and engage the faculty. Table No. 6.2 indicates the most frequently used Workforce Communication Methods at MDSMC.

Table No. 6.2 Staff Communication Methods

METHOD (Two way)	CONTENT OF COMMUNICATION	FROM 	TO 	FREQUENC Y
SL report	T-L Activities, open agenda	Incharge, Degree College	Principal	Daily
SL meetings	Decisions about routine work procedures	Incharge/ Supervisors	SLs	Weekly
Strategy building	Planning and its impact	Coordinator IQAC	Principal	Fortnightly and/or need basis
PES meetings	Results of the strategies	PES leader (one group at a time)	Principal and IQAC Co-ordinator	Monthly
Departmental meetings	DPP, implementation & actions	HODs	Departmental members	Monthly
Staff meetings	Information, operational progress, recognition to achievers	SLs	Entire workforce	Twice in a semester

Top management along with SLs create focus on action to accomplish the institution's objectives drawn annually in the SP which aims at attaining VM through certain systematic methods: 1) Aligning the work of all academic departments to institutional strategic objectives, 2) Aligning the work of Support Services, 3) Facilitating meetings with stakeholders, 4) Reviewing feedback and actions taken by different groups in meetings. These methods work collectively to bring about change, improvement and innovation in the functioning of the institution. In addition it helps in identifying crucial actions to be taken for institutional wellness. Being an educational institute, the organizational performance expectation of all SLs is to direct their actions towards shaping students' academic and allround development. This is accomplished by offering multiple need based program options, admission without discrimination, establishment of strong support mechanisms, safe and a secure environment.



6.1.6 How does the college groom leadership at various levels?

Ans: The work system was restructutred from tradtional top-down hierarchy structure to participative team-based system in 2008 with the introduction of PES. PES leaders alongwith sub-team leaders defined and deployed processes capitalizing on best practices. In 2009 PES was redesigned to leverage process discipline and ensure consistent process execution. Process owners were given responsibility to design, manage and improve processes, incorporating inputs from students, suppliers and partners. The leadership at different levels is depicted in the following Table No 6.3:

Table No 6.3 Leadership at different levels

STUDENTS	FACULTY
Class representatives, GS, JS, NSS & NCC volunteers	Academic and Support services committee incharge
Association office bearers	PES leaders
Discipline incharge	Quality Circle teams
Health volunteer	Supervisors
Grievance representatives	Representatives in University bodies

6.1.7 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Ans: The administration is participatory and hence decentralized. The Principal collaborates with departments to improve and maintain the qualitative standards of the institution. Student representatives are appointed in the different committees to make them feel involved in the functioning of the institution. The decentralized system enables delegation of power to various bodies as explained in the following Figure 6.3:

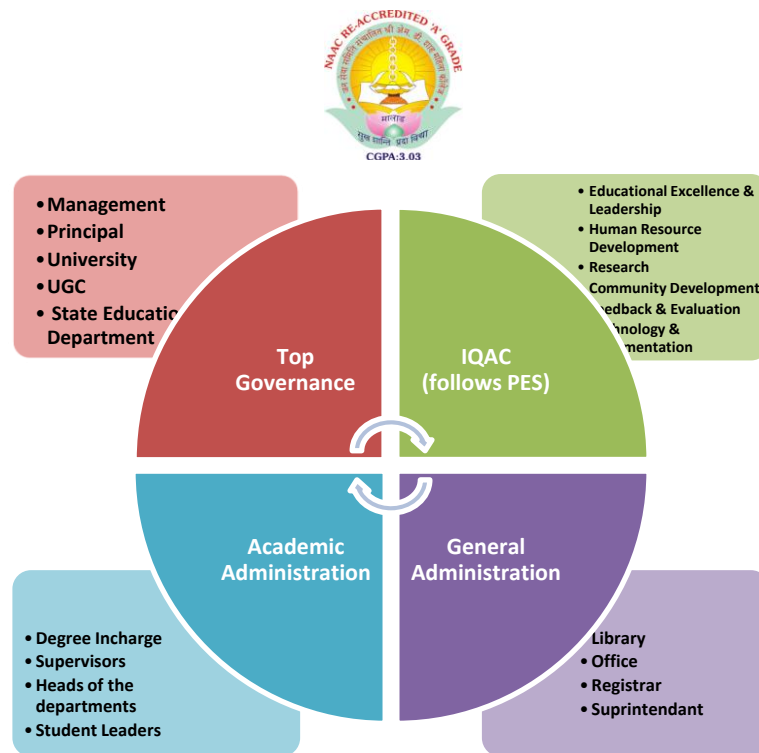


Fig. 6.3 Participative Administration

6.1.8 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Ans: Decentralized governance system enables delegation of power to various bodies as depicted in the following figure 6.4 –

Fig 6.4 Decentralized Governance System





6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.2.1 *Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?*

Ans: Quality policy of MDSMC is-
“To achieve stakeholder satisfaction and meet requirements through continuous improvement of the Quality Management Systems”.

The quality objectives are-

- ✚ Continually improve work environment
- ✚ Increased stakeholder satisfaction
- ✚ Increase efficiency of work and development processes
- ✚ Achieve best in TL processes

Quality policy is developed by the top management and discussed in IQAC meetings. It is deployed throughout the institution and reviewed once in 5 years while revisiting the VM and creating a SP.

6.2.2 *Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.*

Ans: The perspective plan for the years 2008 -2013 was revisited last year. The new plan for the years 2013-2018 was drawn upon the analysis of the outcome of the prior plan. The plan concentrates on the following aspects -

- ✚ Enhancing Quality Culture and Performance Excellence
- ✚ Evaluate the effectiveness of work processes and enhance to suit needs and demands
- ✚ Research and Innovation
- ✚ Empowerment to students of the Institution
- ✚ Ensure wellbeing of staff members of the Institution
- ✚ Knowledge Enhancement and Intellectual Growth
- ✚ Using Technology for Global Competence
- ✚ Enhance Community Welfare Initiative

6.2.3 *Describe the internal organizational structure and decision making processes.*

Ans: Figure 6.5 indicates the organizational structure of MDSMC –

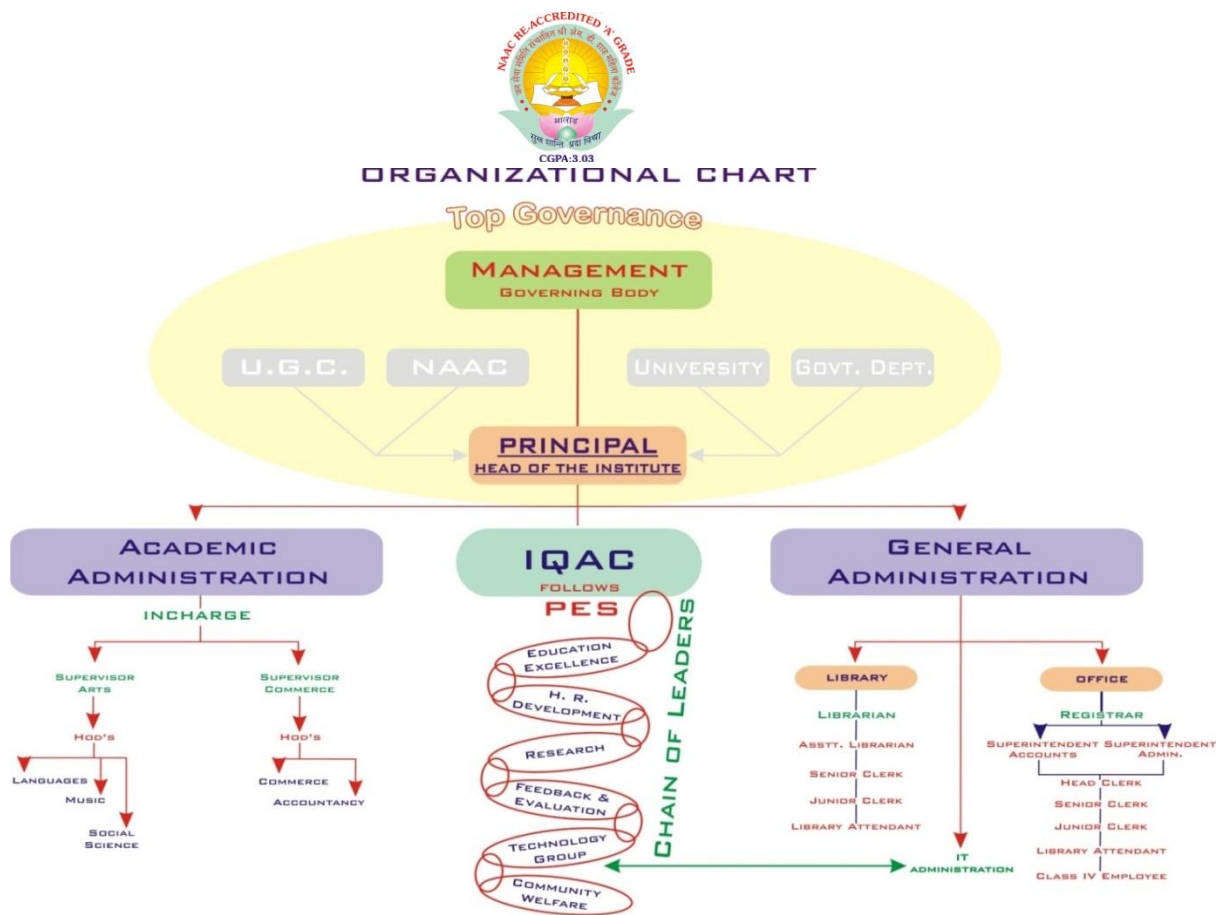


Fig 6.5 Organizational Structure

The process of decision making is achieved through-

- ✚ Student representatives appointed in different committees to involve them in the functioning of the institution
- ✚ The HODs collaborate with departments to improve and maintain the qualitative standards of the institution
- ✚ The Principal holds position of a Chairperson in major committees

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

Ans: MDSMC undertakes varied improvement strategies to enhance quality in the institution as given in Table No. 6.4-



Table No. 6.4 Quality Improvement Strategies Of The Institution

Teaching & Learning	Research & Development	Community engagement	Human Resource Development	Industry interaction
<ul style="list-style-type: none"> ■ Increase range of program options ■ Innovation in curriculum for eg. Add-on courses ■ E-learning approaches for students 	<ul style="list-style-type: none"> ■ Recruit and develop research-oriented workforce ■ Involvement of UG students in research projects 	<ul style="list-style-type: none"> ■ Inculcating culture of social responsibility in staff and students ■ Enhance scope of departmental activities for community welfare ■ Extend existing counselling services 	<ul style="list-style-type: none"> ■ Develop faculty and staff efficiency in technology ■ Provide support of advice, academic help and counselling ■ Skill development and training 	<ul style="list-style-type: none"> ■ MOUs and linkages with industry ■ Access to companies for campus recruitment

6.2.5 *How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?*

Ans: Communication between Top management, Head of the institution and faculty ensures adequate information transference. (Table 6.5)

Table No 6.5 Top Management Meetings

MODE OF COMMUNICATION	2008-09	2009-10	2010-11	2011-12	2012-13
Managing Committee Meetings	04	06	06	06	06
College Committee Meetings	07	06	07	07	07
Local Managing Committee Meetings	02	03	03	03	03
IQAC Meetings	06	06	06	06	11

Management members are invited to all major departmental programmes such as Seminars/Workshops, Exhibitions, Annual Day Functions, Book release and so on.

Adequate information is also made available to the stakeholders through college prospectus, College magazine, IQAC newsletter, e-bulletin and



website. In addition PTA meets, Alumni meets and induction programmes become venues for communication of various activities in the institution.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Ans: The institution is driven by following belief that –

“Quality is our hallmark – Service is our priority – Students First – People are our greatest asset – Customers are our focus – Teamwork, Integrity and Humaneness our foundation”

This belief supports the principle of participative leadership and enables involvement of the staff in improving the effectiveness and efficiency of the institutional processes. Multiple leadership to govern work processes in the academic and administrative area leads to enhanced involvement of staff members.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Ans: The meticulous planning, implementations and execution of institutional goals and mission in MDSMC’s achievements assured and spurred the Management Council to visualize and pass a resolution in the year 2012-13 –

✚ Decision to build a new building on the same campus

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Ans: Yes, the affiliating university makes provision for according the status of autonomy to an affiliated institution. But the representation enjoyed by faculty in significant Universities bodies like Senate, Academic Council, and Board of Studies gives MDSMC freedom to fulfill the Strategic Challenges consequent to social needs and sustenance of institutional growth. The University gives the freedom to affiliating colleges to take lead in syllabus framing for new program options and elective courses. Thereby MDSMC does not feel the need to obtain autonomy at this stage.



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

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 (Fig.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.

MDSMC has a systematic annual Feedback Mechanism which serves as a foundation for determining the voice of the students and stakeholders. The feedback format differs according to the segments/stakeholder groups. PES in coordination with all support committees has developed multiple listening/learning mechanisms to engage and obtain actionable information from its various customer groups and to enable customers to seek information, conduct their business, and provide feedback. Customers contact through SMS, e-mails, Facebook, Twitter, College web site, telephone, and the live chat function. Formal listening/learning mechanisms are listed in Table 1.6.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Ans: There are no court cases.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Ans: The FE cell conducts feedback to analyze Satisfaction Index of students. Satisfaction Index is taken in areas of Academic programmes, Curricula and Support services. The analysis has resulted in improving the facilities provided by the institution as indicated in the Table 6.6-



Table 6.6 Response to Feedback Outcome

FEEDBACK OUTCOME	RESPONSE
Knowledge management and Instructional Support	Value-added courses, enrichment courses, remedial teaching, coaching for competitive exams and computer literacy
Orientation to freshers	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

6.3 FACULTY EMPOWERMENT STRATEGIES

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

Ans: A conducive work environment is created for the staff which supports up gradation of workforce knowledge, skill, ability and competencies. The facilities offered by the institution have continuously evolved from the feedback received from the stakeholders.

Employees are distinguished into academic and administrative heads. To enhance the professional development of its teachers the following steps are taken: (Table No.6.7)

Table No.6.7 Steps for Professional Development Of Teachers

• Encouragement to take up research activities (minor research/major/PhD/M Phil
• Various Faculty improvement programmes of both academic and nonacademic nature undertaken
• Well stocked library
• Faculty development programmes
• Institutional membership of reputed libraries and institutions
• Computer aided environment
• Departments encouraged to organize state, national and international seminars
• Formal and informal recognition of achievements
• Recreational facility
• Annual and Periodic outings
• Personal and career counseling

For the nonteaching the management follows a similar progressive policy – they are encouraged to improve their technical, academic, and soft skills: a) Financial assistance for Class IV employees as required, b) intercollegiate competition organized solely for non-teaching staff, c) formal and informal



recognition d) non work related education e) health services f) air-conditioned office. It fosters a culture of high performance and engagement through a variety of approaches (Table No 6.8). In addition, MDSMC actively solicits and uses input from all types of faculty and staff members in its planning, performance review, improvement and innovation efforts through their participation in different committees.

Table No 6.8 Culture of High Performance & Engagement

- **Academic, Extra-curricular and Support Services committees**
- **Improvement teams**
- **Performance evaluations**
- **Faculty and staff development**
- **QC presentations**
- **IQAC meetings**
- **Faculty and staff selection**

6.3.2 *What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?*

Ans: There are well-defined functions for each work process. PES leaders encourage workforce to exceed performance expectations. Training sessions through Faculty Development Cell; conferences and work related experiences and on-the-job training are organised for changing workforce capability. SLs discuss and analyse current performance, action plan status and plan improvements.

The college also hosts workshops and training programmes for staff, for e.g. there is knowledge sharing by the staff in Faculty Development Sessions, which adds to the creative atmosphere. Tie-ups with reputed libraries and institutions ensure that the staff has accessibility to the latest and best publications and a beneficial academic environment. To ensure sufficient staffing given the variety and change in the workforce capability there are experts, visiting teachers appointed to bridge the gap. Attrition in the organization is negligible because of the excellent work environment and the staff continues until retirement.



6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Ans: The employees knowledge, skills, abilities and competencies are assessed by IQAC through the self assessment report filled annually. This process is formalized through continuous and comprehensive evaluation, which is the result of the feedback given by the employees. Training needs are taken into consideration to polish workforce capability and flexibility.

MSDC measures workforce performance in API score and through IPP, DPP and PIE. On the basis of different workforce groups performance is assessed by HODs and SLs in academic administration through Confidential Reports submitted to the Principal. Other indicators to measure workforce performance are periodic checks on absenteeism, attrition, safety level, and grievance resolution. The figures for these indicators are at a negligible level, which MDSMC believes is an indicator of high level workforce performance and satisfaction. The results of satisfaction index are as follows-

Table No 6.9 (A) Satisfaction and Safety Index

	2009	2012
Satisfaction Index	80.95	83.31
Safety Index	80.95	-

Table No 6.9 (B) Administrative Staff Satisfaction Index

	2009	2012
Satisfaction Index	75.84	79.23

Table No 6.9 (C) Parameters of satisfaction index

For Administrative Staff	For Teaching faculty
Proud to be part of the college	Realization of goals and future plans through college
Co-operative authorities	Positive effect of work culture
Job satisfaction in work profile	Support from college for new academic activities
Improvement of skills & qualifications due to college facilities	Opportunity to learn and grow
Discipline – regularity and punctuality	Work satisfaction
	Safety and security



6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Ans. Performance appraisal reports are analysed by the IQAC which maintains a database for the same. For example in a survey conducted in 2009 for the administrative staff, IQAC raised questions on job satisfaction and maintenance of regularity and punctuality in the college which merited low responses. To increase job satisfaction and bring on greater commitment among the administrative staff an intercollegiate programme named Tarang was organised and now implemented annually. Skills like driving, binding are also imparted to interested staff. The workforce who wish to take up higher studies are also encouraged.

Major decisions taken by management for performance improvement are communicated in staff meetings, departmental meetings and core committee meetings.

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

Ans:

To prevent workforce related health issues, Arogyam at regular intervals has arranged health checks of the workforce (refer table 6.10). Well known doctors are invited to deliver talks on various health issues (Table No 6.11). Details of the health camps are listed in Table No6.10-

Table No.6.10 Health Camps for Workforce

Health related Activities	2008-2009	2009-2010	2010-2011	2011-2012
ENT	✓	✓		
Cancer detection		✓		
Bone density		✓	✓	✓
Eye	✓	✓		
Lipid profile/Thyroid/Blood sugar		✓		✓
Hemoglobin	✓	✓	✓	✓
BMI	✓	✓	✓	✓
Dental	✓		✓	



Table No 6.11 Health Talks by Experts

Year	Guest Lectures
2012-13	Stem Cells
2007-08, 2008-09, 2010-11	General health, women's problems, Family planning
2008-09	Menstrual cycle and general health
2008-09	Skin care
2010-11	Nutrition and Health
2011-12	Cervical Cancer, Prevention and Detection of Cancer, Combating dysmenorrheal

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Ans: Attrition in the organization is negligible because of the excellent work environment and the staff continues until retirement. Even post retirement, the staff continues in the organization as guest and visiting lecturers. The organization has an accepted policy to extend a supportive environment for terminally ill staff members. The extended benefits include flexible working hours, attempts to reduce job pressure, pay advances to staff in times of need. During periods of workforce growth, additional faculty is recruited if the period extends 21 days or existing staff manage the overload.

6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

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

Ans. The institution prepares yearly budgets for allocation of funds for effective use of available resources. The college budget is prepared taking into consideration the priorities that needs to be catered during the year. The library committee monitors the use of allocated funds on yearly basis. The college proposes for UGC Grants under development Grants & Merged Scheme Grants. Meetings of heads of departments are held & Groups of faculty are formed to implement & mobilize. Financial resources for the schemes proposed. The Management also prepares yearly budgets to monitor for the extension of the college building & also for infrastructure.



6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Ans. The college has independent internal and external auditors. The internal auditors visit and monitor the accounts once a week and help the college with fiscal discipline. The external auditors visit quarterly or half yearly. The AG audit is completed till 2011-2012. There are no adverse comments on the accounts.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

	2008-09	2009-10	2010-2011	2011-012	2012-2013
Development		396795	400026	405350	540000
State govt. Grants	29230059	2784711	45825214	49813095	59848949
Fees	3300063	3314335	3137173	3500718	3423812
Scholarships	322520	632348	98855	349958	228685
Free ships	41100	16380	46600	35156	12456
Donations					
Building Fund	546000	215000	145000	2535000	5960000
Educations activates.	231082	398117	353901	764000	1061057
Free ships			32500		16000
Rent Gr.B'bay	576000	1494000			16000
AlumniFees	101000	118480	110920	109460	104140
Freeship	63700	50400	53900	36000	78300
Major Research			220800	282500	
UGC – Development Grant	11,00,000				
Merged Scheme	950000				
Seminar Eco.	60000 Hindi	100000 Psychology	90000 Economics	100000 History 65500 English 100000 Child-care 88000 Gujarati	100000 A/c's
Minor Research	40000 D.Sharma	100000 R.Kamble	80000 R. Chheda	55000 J. Mehta	70000 SudhaPrab hu
	95000 H.Mukane	50000 H.Pandya	65000 Manoj Mishra		



6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The institution rents the grounds, classrooms & computer laboratory for screening additions income.

The College is an aided college & State Government has not released grants for non-salary since last 10 years.

The institutions has also started new self-financing courses is under graduate level.

A vocational center is also started wherein the students are given add on courses viz fashion designing, travel tourism, interior designing. etc.

Merged Scheme

UGC Network Resource Centre	96279
Remedial Coaching	673333
Coaching for entry in server	413333
Career & counseling cell	283333

6.4 INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Ans: The IQAC at MDSMC was established on 15th October, 2004. The implementation of Quality Policy throughout the institution and continual improvement in work environment, increasing stakeholder satisfaction, improving efficiency of work and development processes and achieving better results in TL processes enables MDSMC to ensure institutionalization of quality assurance processes.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

Ans: The top management is receptive to the plans forwarded by IQAC. IQAC being the apex body looking at the academic and administrative functioning of the institution is accepted as the umbrella council for planning, execution and implementation of quality programmes. Some of the decisions approved and implemented are given in Table No 6.12-



Table No 6.12 Management approved decisions of IQAC

Sr. No	Decisions approved	Implemented
1	TQM circles	Kaizen, 5-S
2	Adapt International Quality models	PES based on Malcolm Baldrige model
3	Imbibing values among students by building strong student-teacher rapport	Thematic exhibitions and Community programmes like IGI
4	Leadership training	Entrepreneurship programme
5	Developing national and international linkage	International Leadership series, Indo-Danish Cross Cultural exchange programme, lectures arranged inviting international experts (Dr. Sanjeeb Mishra, Dr. Birthe, Dr. Gunnar)
6	One seminar/workshop for Teaching and Non-teaching staff each every year.	List of Seminar/Workshop

c. *Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.*

Ans: Yes, the composition of IQAC includes members from the academic field, community besides management, faculty and students (Table No 6.13).

Table No 6.13 IQAC – External members

Member	Area	Contribution
Dr. Smriti Swaroop	Academic	Guidance in Testing tools, Academic audit
Dr. R H G Rau	Quality	Quality endeavours
Mr. Brahmankar	Feedback	Creation of competency index

d. *How do students and alumni contribute to the effective functioning of the IQAC?*

Ans: The student representatives of the Students' Council are members of the IQAC. Their interaction with representatives of all the classes enables feedback of the needs and grievances of students. These representatives contribute to the IQAC through suggestions which enables IQAC to enhance the satisfaction index of students.

The alumni representative in the IQAC being a faculty of the institution contributes actively and effectively in the functioning of IQAC.



e. *How does the IQAC communicate and engage staff from different constituents of the institution?*

Ans: The culture of diversity and pluralism in IQAC encourages participative leadership that ensures inclusion and engagement of the entire workforce according to area of expertise and interest.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Ans: IQAC has initiated PES that enables smooth integration of academic and administration activities. Further, the college takes “Perspective Plan” as its roadmap for achievements of its goals.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Ans: Implementation of the Quality assurance procedures is done through IQAC and PES leaders. Some teachers including the Principal are certified Quality Examiners and trained by Indian Merchants' Chambers' quality Cell. This helps the institution in its journey towards excellence. IQAC organizes workshops for teaching and non-teaching staff members separately. The details are given in the following Table No 6.14-

Table No 6.14 Training provided to the Staff

Effective implementation by	Topic	Year	Impact & Achievement
PES (Educational Excellence & Leadership Cell)	Statistical Tools for Improving BEQET Projects	2012-13	20 inhouse and 20 external participant beneficiaries
PES (Technology Cell)	ICT Training for Teachers	2012-13	Use of technology for TL process
IQAC	Innovation in Education	2011-12	New programmes
	Challenges of Change in Higher Education	2010-11	Linkage with national and international agencies
	Quality Assurance in Higher Education	2009-10	Refining work processes
IQAC	Tools And Techniques For Quality Circles	2008-09	Quality projects for BEQET and prizes in the competitions at intercollegiate level



Effective implementation by	Topic	Year	Impact & Achievement
Indian Merchants' Chamber RBNQA Trust	Certified Examiner for Quality Assurance	2010,2011, 2012	Worked as examiners to assess the quality of different institutions.
SNDT Women's University	Leadership Training	2009, 2010,2011, 2012	Leaders at different levels
Expert in Emotional Intelligence	Adding Life to Life: Life after 40	2012-13	Sensitized towards valuing emotions in others
Physiotherapist and expert in creativity	Adding Life to Life: Ergonomics in work place and Creativity	2011-12	General wellness for sedentary lifestyle and exposure to importance of creativity in workplace

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Ans: The institution undertakes different modes of Academic Audit – Internal audit and Peer audit (alternate years). Academic audit results in evaluation given to departments in different areas like teaching-learning, results, individual up gradation, and use of technology. The outcome of these audits is listed in Table No 6.15(A, B)-

Table No 6.15 (A) Audit and Results

Academic Audit	Outcome
Internal audit	<ul style="list-style-type: none"> • ICT • Remedial coaching • Counseling cell • Coaching for Competitive exams • Innovative methods of teaching • Increase Research inclination
External audit	<ul style="list-style-type: none"> • Add-on courses • Social responsibility work department-wise • Linkage with outside agency(National & International) • Curricular Feedback



Table No 6.15 (B) Audit and Results

External review	Outcome	Result
NAAC	<ul style="list-style-type: none"> • New programmes, intercollegiate competitions, linkages, etc. 	<ul style="list-style-type: none"> • “A” grade
IMC RBNQA	<ul style="list-style-type: none"> • Satisfaction index of primary stakeholders, scientific approach in report-writing 	<ul style="list-style-type: none"> • Performance Excellence Trophy from IMC-RBNQA
State Government	<ul style="list-style-type: none"> • Special activities for gender sensitization 	<ul style="list-style-type: none"> • Second position in the University and suburban Mumbai respectively

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Ans: IQAC being the apex body looking at the academic and administrative functioning of the institution is accepted as the umbrella council for planning, execution and implementation of quality programmes. The alignment of internal quality assurance mechanisms with the requirements of the relevant external quality assurance agencies/regulatory authorities is achieved through the implementation of perspective plan.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Ans: Educational Excellence and Leadership Cell is primarily responsible in reviewing the Teaching Learning process. It has a well-defined process for monitoring and evaluating teaching-learning, plans and policies (Table No 6.1).

The IQAC periodically evaluates the organizational performance in relation to Strategic objectives and Action Plans. The focus of these reviews is to look for opportunities to improve efficiency and motivate workforce for innovation. The frequency of reviews is established so that MDSMC has sufficient time to adjust performance to achieve desired targets by the end of each academic year.



6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Ans: The institution follows a systematic process to build successful stakeholder relationship. The information in areas of quality assurance policies, programs, offerings, services, support are communicated to internal and external stakeholders as detailed in Table No 1.6.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Ans: The shift from a traditional educational setup to a quality approach backed process was gradual at MDSMC. From general exposure and guidance in Quality methods to specialized Quality training enabled the advent of a quality atmosphere.

With the realization that an institution has to approach Quality with the aim to integrate TQM methods and the systems of work in the organization, MDSMC embarked on formulating a system. Human resources of all areas crucial to the functioning of an educational institution were trained in TQM methods which broadened their outlook towards education as a whole. The foundation of training in TQM methods strengthened the structure where people recognized their potentiality in contributing to quality enhancement. Evaluation and management are measures to keep the functioning in alignment and lead the institution to realize its vision.

People power paved the way to horizontal management with participatory and decentralized approach. Since education has begun to be seen today as a service sector and since there is a growing dominance of services and increased competition in service business, MDSMC realized that with proper service philosophy and strategy, continual improvement in service with people support is a reality.

