



## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### 7.1 ENVIRONMENT CONSCIOUSNESS

#### 7.1.1 *Does the Institute conduct a Green Audit of its campus and facilities?*

Ans: Academic, fiscal, administrative, library and environmental auditing is practiced at MDSMC. Internal and external audits being a regular practice covers major areas of the campus and facilities. IQAC the driving force at MDSMC resolved in its annual meeting of 2011 to focus on environment and initiate steps to reduce carbon emission.

#### 7.1.2 *What are the initiatives taken by the college to make the campus eco-friendly?*

- \* *Energy conservation*
- \* *Use of renewable energy*
- \* *Water harvesting*
- \* *Check dam construction*
- \* *Efforts for Carbon neutrality*
- \* *Plantation*
- \* *Hazardous waste management*
- \* *e-waste management*

Ans: The introduction of TQM in education sector (MDSMC) spurred a quality circle team to embark on green initiatives. Keeping this goal in focus 'Spark' a group of staff members from the administrative and support section at MDSMC initiated a new project called Go Green. After a brainstorming session the group aimed to reduce carbon emission within the premises of the institution. The focus of the project was on three problem areas –Excess use of paper, Shortage of Water during summer and Excess Energy Consumption. The group identified various areas of improvement to solve the problems. A noteworthy achievement of the group was not limited to the success of the project but also a national level recognition in the form of a **Gold Trophy at the 27th Annual Chapter Convention on Quality Concepts**. The details of the project are –



### ***Energy conservation***

Energy conservation has been a top priority at MDSMC and the measures taken during were –

Table No.7.1-Action taken for Energy Conservation during 2008-2013

<b>Measures</b>	<b>Action taken</b>
<b><i>Use of Compact florescent light (CFL) bulbsto generate less heat and reduce carbon emission (maximum of 25-35% power)</i></b>	A proposal for green infrastructural changes was accepted by the UGC and MDSMC was allotted Rs. 50000. The fund was utilized to switch the ordinary incandescent light bulbs to Compact florescent light (CFL) bulbs in the computer labs, administrative office and the Principal’s cabin.
<b><i>Earth Leakage Circuit Breaker (ELCB) Installed on each floor</i></b>	Installation of ELCB helps to cut off the power supply completely at each floor when not needed. This facility is particularly useful when classes culminate and use of power is not required in the entire floor. The expenses for ELCB installation was 3 lakhs (approximately).
<b><i>Green Team</i></b>	Students contribute to the green project through their representation in the college Green Team. The Green Team representative in each class has numbered the fans/ lights in the classroom with the corresponding switches on the switch board. This makes putting off lights/fans (not required) a simple and easy task.
<b><i>Awareness creation</i></b>	Three essential initiatives were taken to create awareness about energy crisis, energy consumption and effects of carbon emission. <ul style="list-style-type: none"> <li>• Posters and placards on energy conservation are displayed in classrooms, computer labs and administrative office. The posters are made by Green Team members from waste</li> </ul>

material like old newspapers, corrugated boxes, etc.

- Talks have been arranged for students and staff on energy misuse and methods to conserve energy. Minor steps like shutting down computers when not in use, turning off computer monitors or other electric appliances at the end of the day etc were practiced. Experts from TATA power were invited to address students on conserving power.
- Various competitions like poster painting and essay writing are held regularly to create awareness among the students about Energy conservation.

### *Use of renewable energy*

Solar lamp- The location of MDSMC in an urban setting limits the range of adoption of renewable energy. Adoption of solar energy under renewable energy was the best course of action in the existing circumstances. Solar technologies are broadly characterized as passive or active solar technologies depending on the way these equipments capture, convert and distribute solar energy. Active solar techniques include the use of photovoltaic panels and solar thermal collectors to harness the energy. Passive solar techniques include orienting a building to the Sun, selecting materials with favorable thermal mass or light dispersing properties, and designing spaces that naturally circulate air. Since the structure (building) of MDSMC is 40 years old, adopting active solar techniques was difficult. Hence MDSMC adopted Passive solar techniques. **5 photovoltaic panels have been installed in the playground to trap solar energy.** This initiative has helped reduce power consumption.



### ***Water harvesting***

- ✚ Every summer (period from February to June) MDSMC was suffering from extreme water scarcity problems. To overcome this water shortage MDSMC in 2012 introduced the concept of water harvesting. There are mainly two main techniques of rainwater harvesting -Storage of rainwater on surface for future use and Recharge to groundwater. **At MDSMC rain harvesting was done through recharge to groundwater.** The concept was implemented by bringing alive a dead well on the premises. The existing well was utilized as recharge structure and water was allowed to pass through filter media. To implement the scheme the management of MDSMC spent a total amount of Rs 82,800/-. The striking feature of the project was that it was developed in-house by the non teaching staff with the help of a mason. The immediate impact of the scheme was
  - ✚ No water scarcity problems at all times
  - ✚ No water refills (water tankers)needed to overcome water shortage
  - ✚ No financial burden for extra water supply (**Kaizen Initiative**).

### ***Efforts for Carbon neutrality***

Certain other steps taken at MDSMC to reduce carbon emission-

**Table No.7.2 Steps to Reduce Carbon Emission**

<p><b>I. Under Kaizen Project Improvements Undertaken To Reduce Usage Of Paper-</b></p> <ul style="list-style-type: none"><li>✚ <b>New Leave Recording System</b></li><li>✚ <b>Library Automation</b></li><li>✚ <b>Transformation from paper to electronic mode (old question papers and Stakeholders Feedback Form)</b></li></ul>
<p><b>II. Other Measures</b></p> <ul style="list-style-type: none"><li>✚ <b>Guests greeted With saplings</b></li><li>✚ <b>Printing done on both sides of the paper</b></li><li>✚ <b>Vermiculture</b></li><li>✚ <b>Recycling of paper</b></li></ul>



I. **Kaizen Project**-Being a large educational institution with 9000 students and 250 staff members the usage of paper at MDSMC is extensive. To gain control over the problem of excess use of paper, the Kaizen team met to recommend various measures(Table No. 7.3)–

**Table No. 7.3 Details of Kaizen project**

Measures	Action Taken
<i>New Leave Recording System</i>	With staff strength of nearly 250 persons, the MDSMC leave recording system made use of 5145 forms a year. Minor changes in the recording pattern resulted in reduction of paper use to 250 forms per year
<i>Library Automation</i>	Prior to the adoption of SOUL system in the Library, each student was issued three cards - Borrowing, lending and Internet cards. Following a systematic process revolution under Go Green, today a student’s single ID card accomplishes the functions of borrowing, lending and internet usage records. The change has been able to cut down the card consumption by 27000
<i>Data Management</i>	<p>The transformation of information relay from paper to technological use has reduced much paper use in the institution. Much paper was used to stock 10 year old question papers, Faculty API Form, and Stakeholders feedback Form. Go Green team through a Plan, Do, Check, Action (PDCA) method revolutionized the system and the following changes were initiated</p> <ul style="list-style-type: none"> <li>• Prior to 2011, the central Library maintained 10 years question papers for use of students in the library. A system of stocking five sets of each question paper was followed. Statistics reveal that approximately 76 exams are held in the Degree College in a year and each exam question paper set consists of 6 pages. Thus the total consumption of paper sheets in a year was <math>76 \times 6 \times 10 \times 5 =</math></li> </ul>



22280. The technological revolution transformed this huge paper use to the electronic form (soft copy of the questions papers). The e-question papers have been uploaded in the computer which is made available to the students in the library and the Website. This innovation has done away with the requirement of paper for maintaining past question papers.

- Feedback Form-At MDSMC 360 degree feedback is collected from all the stakeholders- Students, faculty, administrative staff, and vendors. In the process the total paper consumption was approximately 7000 paper sheets. The online feedback system on uploaded feedback forms in the MDSMC Website has reduced the burden of paper use.

### III-

**B)Other Measures-** The other measures which are adopted at MDSMC to reduce carbon emission-

- + Guests greeted with Saplings- To spread awareness of environmental conservation and promote greenery MDSMC follows a culture of presenting saplings (in place of flowers/bouquets) to guests and experts invited in the college.
- + Printing on both the sides of the sheets to control usage of paper
- + Vermiculture- With the objective of achieving zero waste, a vermiculture project has been initiated from the kitchen waste. The compost which is created is used in the MDSMC garden.

*Beach Cleanliness Drive*-Beaches are strewn with plastics and eventually lead to global warming. NSS and NCC students of MDSMC at regular intervals have taken up projects of beach cleanliness. Details of the beach cleanliness drive taken by departments of MDSMC is recorded in Table



### 7.3

Table No 7.3- Beach Cleanliness Drive by Departments

Year	Number of students	Venue	Department
2010-11	52	Uran Beach	NCC
2011-12	52/150	Alibaug Beach /Marve Beach	NCC/ Psychology
2012-13	52	Arnala Beach	NCC

✚ *Recycling-* Recycling is promoted amongst students in the following ways-

- Students are encouraged to make paper carry bags to wrap products at the annual sale
- Workshops are held for the students to create utility goods from the Waste

#### ***Plantation***

In addition to various steps taken by MDSMC to offset carbon emissions, encouraging students to respect environment and conserve it through plantations is advocated. In the last five years MDSMC has planted saplings within the premises of MDSMC and outside. This has helped to accelerate the go green project. The junior college students are also trained to be part of the project. Activities in spreading greenery are -

**Table No 7.4 Tree Plantation by NCC Department**

Year	No of saplings planted	Area of Plantation
2008-09	40	MDSMC premises
2009-10	45	Manori Village



2010-11	12	Virar
2011-12	30	Uttan Village , Bhayandar
2012-13	30	MDSMC premises
2013-14	15	MDSMC premises

**Table No 7.5 Tree Plantation by NSS- Junior and Degree College**

Year	No of saplings planted	Area
2008-09	40/25	MDSMC premises/Virar Agassi
2009-10	45/55	Manori Village/Nandani Village
2010-11	12/25	Virar
2011-12	300/15	Aarey/Virar Agassi
2012-13	30/25	Aarey/Tulsi Vrindavan in the campus

### *Hazardous Waste Management*

Separation of toxic waste like medicines, batteries etc from tame waste is followed at MDSMC. Such toxic waste could contaminate soil, air, and water if left to mix with landfill. The collected items are disposed off separately.

### *E-Waste Management*

The management policy on e-waste management is –

- + to donate old working computers to the needy staff
- + The useful hardware spare parts are retained in e-waste collection area and put to use later
- + Practical learning of hardware through old computers

## **7.2 INNOVATIONS**

**7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.**

Ans: At MDSMC work process is divided into six areas **Educational Excellence and leadership Cell, Human resource Development Cell, Community**





Welfare Cell, Research Cell, Feedback and Evaluation Cell and Technology and Documentation Cell. The work processes under different areas are operationalized and managed by IQAC using PES. Under each work process the unique innovations which have created a positive impact on the functioning of MDSMC has been listed in table 7.4-

**Table No 7.4 - Innovations Introduced Under Different Work Processes**

Work processes	Innovation
<b>Educational Excellence and leadership Cell</b>	Internal and External Audit, Student to student mentoring, Library automation, Internal exams in MCQ pattern for the entire college
<b>Human resource Development Cell</b>	Indo-Danish Student Cultural Exchange Programme, appointment of students as Grievance and Health Representatives, Beautification of road leading to college
<b>Community Welfare Cell</b>	Detection of Thalessemia and Counselling to Thalessemia Minor students under Institutional Research projects
<b>Research Cell</b>	Students Research Competition, SETU- Research Project in collaboration with NGO
<b>Feedback and Evaluation Cell</b>	Online feedback of students
<b>Technology and Documentation Cell</b>	On-Line Bulletin, Capacity Building Initiatives For Faculty, Data Management through Website

### 7.3 BEST PRACTICES

7.3.1 *Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.*

Ans: The best practices followed by MDSMC contributing to the achievement of Institutional objectives and quality improvement are –

#### I. Best Practice regarding Grievance Redressal



1. Title of the Best Practice–**Complaint Management Process**

2. Goal-

- ✚ Creating an interface for stakeholders to communicate with administrative body and, reduce the communication barriers between the different stakeholders and administration
- ✚ Creating a platform where stakeholders can express their ideas, initiate discussions, raise complaints, and forward suggestion/petitions to encourage transparency and flexibility in the functioning of MDSMC

3. The Context -

With the appointment of the new head of the institution in 2004 the concept of Total Quality management was introduced in the functioning of the institution. Quality tools like Kaizen, 5 S, quality circle, Ishikawa, Small Group Activity were initiated in order to bring solutions to many pressing problems. To address the issue of developing a systematic management of grievance redressal, a quality circle was created which resulted in the formation of a Complaint Management System. In the process of the formation of the Complaint Management System the challenges faced were

- a) Putting new ideas into practice
- b) Untrained academicians in the field of quality tools
- c) Developing a grievance mechanism
- d) Adapting to a new work culture

4. The Practice -

At MDSMC grievances are resolved through the practice of ‘Complaint Management Process’ which involves five steps given in Table No- 7.5-

**Table No- 7.5 Complaint Management Process**

Step	Process
1	Collection of feedback



2	Analyze and log complaint
3	Meeting with the complainant
4	Assign responsibility and resolve
5	Follow-up with the complainant

**Stage 1:** Collection of feedback - For an effective **Complaint Management Process** the first step is to listen to the stakeholders. MDSMC has developed multiple listening mechanisms to engage and obtain actionable information from its various stakeholders. The Induction Programme for beginners, Feedback from stakeholders, Satisfaction index, Grievance representatives, Student’s voice cell, SMS, e-mails, Facebook, Twitter, College website telephone, parents and teachers meeting, PTA meeting, Staff meetings, LMC meetings, are the different listening platforms through which the stakeholders can voice their point of view (Details of which are given in Table No 7.6 ). Further, the listening mechanisms differ according to the segments/stakeholder groups.

**Fig 7.6 Listening mechanism for Stakeholders**

Group	Listening Mechanism	In charge	Tenure
Students	Induction Programme for beginners	Principal and Senior Leaders	Annual
	Feedback related to Teaching-Learning, Safety, and Curriculum measuring Satisfaction of the stakeholders	Feedback and evaluation group	Annual
	Grievance representatives in each class	Convener, Grievance cell	Daily
	Student’s Voice cell	Convener, Students’ voice cell	Daily
	SMS, E-mails, Face book, Twitter, College web site	Technical In charge	Daily
	Telephone	Principal and Senior Leaders	
Parents	Parents and Teachers meetings	Faculty	Annual
	General body Meet of PTA	Principal and members of PTA	Annual



	Executive body meet PTA	Principal and members of PTA	Annual
	SMS, e-mails, Facebook, Twitter, College web site, telephone	Technical In charge	Daily
Workforce	Staff meetings, LMC meetings, Teachers' Self-Appraisal & Feedback on SLs	Principal and Senior Leaders	Periodically
	SMS, e-mails, Facebook, Twitter, College web site, telephone	Technical Unit In charge	Daily

**Stage 2:** Analyze and log complaint- After the feedback is received by the concerned authority it is analyzed and the complaint is registered. Further, depending upon the source and nature of complaint it is forwarded either to the Principal, Senior Leaders, and Registrar. If the complaint is brought forward by students/ involves students it is forwarded to the grievance cell/ senior leaders. If it originates from the administrative staff and involves administrative staff it is directed to the Registrar. If the source of the complaint is about teachers and by teachers or other stakeholders it is advanced to the Principal and Senior Leaders. (Level base grievance mechanism Fig No 2.4).

**Stage 3:** Meeting with the complainant- This involves a meeting of the complainant with the Principal/Senior Leaders/Registrar/Grievance cell in person for better understanding of the complaints.

**Stage 4:** Assign responsibility and resolve- In the fourth step measures are taken to address and resolve the grievance of the complainant by the concerned authority.

**Stage 5:** Follow up with the Complainant- The last step involves following up with the complainant by the concerned authority to see whether the grievance has been redressed satisfactorily.

**Constraints / Limitation in the Complaint Management Process -**

- ✚ Hesitation in registering formal complaints



- ✚ Lack of awareness among stakeholders about the complaint management system
- ✚ Apathy towards the system

## 5. Evidence of Success

The system was set up in 2004. Initially large complaints were received with regard to electrical gadgets and cleanliness of toilets. To mitigate the first issue an electrical audit was done in the college through which problems were identified with regard to various gadgets and measures were taken to overcome and improve them. Electrical wiring was renewed to eliminate faulty wiring. To combat the second category of complaints a quality circle on cleanliness was formed. Small Group Activities (SGA) led to collection of root causes and suggestions for changes. A structured problem-solving method led to formation of teams (Class IV, Class III, Class I – cleaning staff, supervising staff, monitoring staff). Each floor had a different team and was responsible to the area allotted to them. Such a structured effort of the circle resulted in a systematic cleanliness management system. After this there was a marked reduction in the number of complaints received pertaining to the above two issues.

## 6. Problems Encountered and Resources Required

- ✚ Hesitation in registering formal complaints – Oral complaints were multifarious but the formality of the system of registering complaints inhibited complainants.
- ✚ Lacks of awareness among stakeholders about the complaint management system – In the initial phase of the system, students' were unaware of the process although information and working of the system was explained to students.
- ✚ Apathy towards the system – The formality of the system can sometimes prompt time gap between the complaint lodged and it being addressed. This feature may lead to lack of interest towards the system.



- Grievances not redressed due to financial burden- Complaints pertaining to large structural changes on many occasions cannot be implemented on account of financial constraint

### 7. Notes (Optional)

The best practice emphasized a creation of a system/mechanism for collecting complaints. This system did not require monetary resources. The required human resources were given adequate training for smooth functioning of the mechanism.

**Grievance Redressal Mechanism is a creation of Quality Circle and secured a prize at NCQM's BEQET Competition.**

### 8. Contact Details

Name of the Principal: **Dr. Deepa Sharma**

Name of the Institution: **Shri M. D. Shah Mahila College of Arts and Commerce**

City: **Mumbai** Pin Code: **400064**

Re-Accredited Status: **A, CGPA:3.03**

Work Phone: **+91 22 2882 4860** Fax: **+91 22 28831622**

Website: [www.mdshahmahilacollege.ac.in](http://www.mdshahmahilacollege.ac.in) / [www.mdsmc.ac.in](http://www.mdsmc.ac.in)

E-mail: [mdshahmahilacollege@gmail.com](mailto:mdshahmahilacollege@gmail.com)

## II. Best Practice regarding Quality Improvement

**1. Title of the Practice** -Cross Functional Teams

**2. Goal** - Through Cross Functional Teams MDSMC aims to achieve-

**Team Work and Joint Responsibility** - From individual and isolated decisions to shared experiences and joint responsibility among the employees.



**Trust and self-actualization** – Cross functional team capitalizes trust quotient among group members and boosts self-actualization among the members.

**Continuous Improvement**- Cross Functional Teams promote continuous improvement in the system as it constantly revisits the issues on which it works.

**Synergy**-Diverse competencies among individuals in a group helps to broaden perspectives and create a **synergy**.

**Competency and creativity**-Interaction between members possessing varied experiences, expertise and knowledge create a greater effect

### 3. The Context:

The usage of cross functional teams in Higher education was restricted in comparison to industries. With passage of time and increased collaborations between these two sectors, this divide has greatly reduced. More of these concepts are being acknowledged and accepted in the Higher education sector. As part of its vision to remain constantly updated in the latest developments in the field of education MDSMC introduced the concept of cross functional teams in its functioning in 2008. The concept has helped in revamping the functioning of MDSMC.

The challenging issues in developing Cross functional teams are-

- ✚ Cross functional teams comprises members from varied competencies, differing levels can create integration problems
- ✚ Bringing students and class IV employees together as part of cross functional teams is sometimes challenging
- ✚ Individual stakeholders have their own time bound work deadlines restricting their active involvement
- ✚ Sustaining the practice developed by Cross functional teams

### 4. The Practice:

At MDSMC Cross Functional Teams are the teams consisting of members at the same level of hierarchy but in different areas and also people from different levels of hierarchy and different departments. This innovative idea was put in practice upon exposure to TQM methods like Quality circle, Kaizen, 5 S. The projects which were initiated in MDSMC based on Cross Functional concepts were Projects on Cleanliness, ICT, Application of



Kaizen in administration work and 5S Technique in storeroom, Data Management System, Quest for Quality, General Key Management, Go Green. The project team members were drawn from various hierarchies in the institution i.e. class IV employees to the top management. Some of the projects included students as part of the cross functional teams. To elaborate an example of Cross Functional Team -

### **Marching Towards Performance Excellence**

University rankings have a tremendous impact on the visibility of an educational institute. Academic results are one of the most important factors to make or mar the standing of a course, college and instructor. In 2008, internal audit conducted by senior leaders in the professional courses revealed

- ✚ Drop in results to 45%
- ✚ Below Average Students 50%
- ✚ Faculty Attrition 70%
- ✚ Placement of students only 20%
- ✚ Enrollment 60%
- ✚ Dropout rate 10%

To combat these issues a Quality circle was created consisting of teachers, students and an administrative body. The team embarked on a systematic problem solving route applying the techniques of brainstorming, Ishikawa diagram and PDCA cycle.

The project was approached with a mind to redress hurdles arising from four areas –

- ✚ Attitudinal problem in people (teachers, students, parents)
- ✚ Infrastructural constraints
- ✚ Loopholes in academic and administrative systems
- ✚ Inadequacy in material resources

Measures planned by the team streamlined academic and administrative procedures by systematizing the time-table; approaching student failures, class absence and inferiority complex with a human touch; involving parents





to be a responsible part of the whole process; looking for alternate measures to solve space constraint; addressing the library resource problem and staff retention issues in association with the management; developing collaborative ventures with outside agencies( industries) and providing training and workshops to teachers.

The end result of these initiatives

- + Improvement in results to 95%
- + Below Average Students dropped down to 20%
- + Faculty Retention increased to 100%
- + Placement of students increased to 80%
- + Enrollment 80%
- + Dropout rate fallen to 2%

**The circle won the First prize at the BEQET President's Award 2012**

## **5. Evidence of Success**

- + “Spark” the Kaizen group consisting of teaching and non-teaching faculty initiated multiple measures for green initiatives through reduction of paper usage, power consumption and water harvesting
- + Cross functional team with representation from Management to Class IV employees created a system for cleanliness and monitoring to control the maintenance of cleanliness
- + A team involving teachers and students systematized handling of multiple keys which created issues pertaining to location, differentiation and time management
- + Document retrieval and maintenance was eased through the formation of a quality circle between Class III and IV using 5S technique
- + “Pragati” team consisting of teachers from different departments worked to improve usage of ICT enabled teaching-learning and kindled a need for space to use and apply computer skills. The outcome was an exclusive computer laboratory for faculty with 10 computers having internet connection.



✚ Visibility of cross functional groups -

Projects	National /International level(I)		
	First prize	Second	Third
Project on Cleanliness	✓		
Project on ICT	✓ Recognized at National level		
Storage and 5S technique	Recognized at International Level		✓
Application of Kaizen in administrative work		✓ (International level) Rs. 25000	
Data Management System	Recognized at National level		
ECS = ECS Ease Communication Lapses = Elevate Communication Level		✓	
Quest for Quality			
General Key Management			✓
Grievance Redressal System		✓	
Valuing Values		✓	
Marching Towards Performance Excellence	✓ (Gold Medal)		
Go Green	✓ (Gold Medal)		

**6. Problems Encountered and Resources Required:**

**Problems Encountered**

- ✚ Training in Quality tools – Difficulty in application of quality tools without training
- ✚ Teamwork – Working together with people differing capabilities and capacities
- ✚ Mindset /Attitudinal change - Reluctance to change outlook
- ✚ Lack of funds – Monetary disbursement not available when needed
- ✚ Lack of knowledge – Specialization in specific areas restricts functioning in an area requiring additional technical/general information



- ✚ Lack of human resource – Working with existing staff for extended programmes is a difficulty
- ✚ Lack of infrastructure – Inadequate Technological and/or human (clerical) assistance
- ✚ Lack of capability and skills – Ignorance of use of statistics, equipments for projects
- ✚ Lack of motivation – Disinterest in additional work and activities
- ✚ Time management – Different human resources working at different time zones

### **Resources Required-**

- ✚ Experts with technical knowledge
- ✚ Training to use quality tools
- ✚ Funds to cover all expenses
- ✚ Computers, printer, internet connectivity, photocopying machine

### **7. Notes (Optional)**

Use of Cross Functional Teams led to visibility of the college at national and international forums. There was tremendous confidence and capacity building across the team members.

### **8. Contact Details**

Name of the Principal: **Dr. Deepa Sharma**

Name of the Institution: **Shri M. D. Shah Mahila College of Arts and Commerce**

City: **Mumbai** Pin Code: **400064**

Re-Accredited Status: **A, CGPA: 3.03**

Work Phone: **+91 22 2882 4860** Fax: **+91 22 28831622**

Website: [www.mdshahmahilacollege.ac.in](http://www.mdshahmahilacollege.ac.in) / [www.mdsmc.ac.in](http://www.mdsmc.ac.in)

E-mail: [mdshahmahilacollege@gmail.com](mailto:mdshahmahilacollege@gmail.com)