



2013-14

Website: www.mdshahmahilacollege.ac.in

E-mail.: mdshahmahilacollege@gmail.com

info@mmsmc.ac.in

Re-Accreditation Report

Cycle-3

JANSEVA SAMITI SANCHALIT

Shri M. D. Shah Mahila College of Arts and Commerce

Affiliated to S.N.D.T. Women's University, Mumbai.

B. J. PATEL ROAD, MALAD (WEST), MUMBAI - 400 064.

Tel.: +91-22-2882 4860 / +91-22-6131 9000



CONTENT

	Page No.
NAAC Steering Committee	5
President’s Message	6
Executive Summary	7-8
Post – Accreditation Activities	9-16
Self-Study Report	
A. Profile of the Institution	17-29
B. Criteria-wise analytical report	
1 Criterion I: Curricular Aspects	30-48
2 Criterion II: Teaching-Learning and Evaluation	49-78
3 Criterion III: Research, Consultancy and Extension	79-106
4 Criterion IV: Infrastructure and Learning Recourses	107-124
5 Criterion V: Student Support and Progression	125-151
6 Criterion VI: Governance, Leadership and Management	152-177
7 Criterion VII: Innovations and Best Practices	178-196
C. In puts from the Departments (INDEX)	197
1 Department of Child Care	198-202
2 Department of Economics	203-209
3 Department of History	210-214
4 Department of Music	215-218
5 Department of Psychology	219-225
6 Department of Sociology	226-230
7 Department of English	231-236
8 Department of Gujarati	237-240
9 Department of Hindi	241-244
10 Department of Marathi	245-248
11 Department of Accountancy	249-252
12 Department of Commerce, Law & Statistics	253-258
13 Department of BMS	259-265
14 Department of BCA	266-274
15 Department of BMM	275-279
16 Department of B.COM.(AF&I)	280-284
17 Department of Post-Graduate Studies	285-292
Glossary	293-295
	Continue



CONTENT

	Page No.
Declaration by the Head of the Institution	296
Annexure –I - XI	
Annexure – I: Certificate of Minority Institution	297
Annexure – II: UGC 2(f) and 12B Recognition Certificate	298
Annexure – III: Change in College Name Letter by UGC	299
Annexure – IV: University Affiliation for B.Com. Course	300
Annexure – V: University Affiliation for B.A. Course	301
Annexure – VI: XIIth Plan Sanctioned(25% of XIth Plan)	302-303
Annexure – VII: XIth Plan NOC	304-310
Annexure – VIII: NAAC Accreditation Certificate – Cycle 1	311
Annexure – IX: NAAC Re-Accreditation Certificate – Cycle 2	312
Annexure – X: Master Plan of the Institution	313
Annexure – XI: Floor wise Plan of the Institution	314-320



NAAC STEERING COMMITTEE – 2013-14

DR. DEEPA SHARMA : PRINCIPAL

- 1 Ms. Geeta Patil
- 2 Ms. Shubha Acharya
- 3 Dr. Ranjana Mishra
- 4 Dr. Ceena Paul
- 5 Dr. Tamasha Acharya



President's Message

*Jan Seva Samiti is committed to women's education and facilitates young women in their journey towards enlightenment and empowerment. Our vision is to promote **Shri M. D. Shah Mahila College of Arts and Commerce** as a focal point for women's education and empowerment in the region. To make women self-reliant, not only do we strive to focus on educational excellence and leadership, we also empower girl students by equipping them with self-defense techniques. The management endeavors to provide necessary support in terms of modern methods of teaching-learning with application of technology, infrastructure, and ensures the well being of staff and students.*

*This year the college volunteered for the **Rama Krishna Bajaj National Quality Award (RBNQA)** which follows the same criteria and similar rigorous process of training and evaluation as the Malcolm Baldrige criteria of the USA. We are all very proud that the college won the Performance Excellence trophy for the year 2012 in the Education category which is a vindication of our journey towards excellence.*

Adding yet another feather in our cap was winning two prestigious awards in the government's movement of "Jagar Janivancha". The college was awarded second prize at the university level and also second prize at Mumbai Suburban zone.

I look forward to the sustained quality culture and innovation in the college. I am confident that, we, the management, staff and students all together will take up new possibilities and challenges keeping in mind our vision, mission and core values. I wish the college the very best in all its activities.

Mohan I. Patel, D.Sc.
President,
Janseva Samiti



EXECUTIVE SUMMARY

With a view to enlighten and empower women to become instrumental in enhancing the quality of society, Shri M D Shah Mahila College of Arts and Commerce (MDSMC) is taking meticulous strides in offering quality education to women students' residing in the suburbs of Mumbai. Established in 1968 by Janseva Samiti and affiliated to one of the few famous women's Universities in India- SNDT Women's University, MDSMC is a premier women's institution reaching out to a large number of students with its core strength of being a girls' college and imparting education in four mediums.

MDSMC was established with the sole purpose of providing accessible and affordable education and carries the mantle of offering graduating facilities in Arts, Commerce, Management Studies, Computer Applications, Mass Media and Masters' degree in Commerce, Hindi and Economics. The college emphasizes on innovative thinking that has resulted in designing a course in Bachelors' in Accounts, Finance and Insurance- a first of its kind in the affiliating University. Apart from regular courses, various value added and UGC approved Career Oriented programmes are offered to students. The institution also provides capacity building courses like Communication development, 100 hours of computer course and Entrepreneurial skills. In its journey of building globally competent, confident, and positively inclined individuals, MDSMC gives equal emphasis to revering and conserving cultural identity and heritage amongst its students, provides opportunities to them for training with corporate houses and collaborates with companies for placements.

In its tenure of 45 years of service to society MDSMC has become a space for interaction, exchange and ingestion of Knowledge through its multifarious activities. Curricular, co-curricular, extra-curricular and extension activities are stressed to shape a balanced personality in the prime stakeholders. The concept of 'quality' in education was realized by Internal Quality Assurance Cell (IQAC) through its association with National Centre for Quality Management (NCQM). A tryst with quality tools to upgrade quality in educational sector gave rise to Performance Excellence System (PES-based on international quality models) which emphasizes on improving the key institutional -academic and administrative processes for smooth functioning.

Student-centric focus of all major committees and cells is highlighted in the orbit of support services created for the students. Book Bank, Financial Assistance Committee, NSS, NCC, Family Counselling Cell, Career Guidance and Placement Cell, Arogyam Health Centre, Students' Grievance Redressal Cell, Students' Council and Add-on programmes provide support to students in their journey towards excellence. The receipt of Literary Trophy at University level, NCC University banner, recognition from local body for NSS work, laurels at BEQET Award competitions every year, commendable work in health is the natural outcome of committed planning and detailed execution. The consistent excellent academic



performance and good student teacher rapport has helped build a strong sense of loyalty amongst students. Large scale endeavours like application for Indian Merchants' Chamber-Ramakrishna Bajaj National Quality Award (IMC-RBNQA) for excellence in services, Jagar Janivancha trophies for gender sensitization and SETU-a project on Inter Generational Interaction to build a bridge between youth and senior citizens in society made the college visible in the national and state level scenario. Yet the thirst to achieve more and share the best with the future generation spurred us to build international collaborations. An International Leadership Training Lecture Series was initiated in collaboration with Dowling College, New York; Iona College, New York; Panamericana University, Mexico via Blackboard technology. The Indo- Danish Student Cultural Exchange programme was an enriching, enthralling and unending two days of delightful bonding and cultural celebration.

A research inclined faculty with two teachers working individually on major research projects, two institutional researches on Thalessemia and Feedback and several faculty engaged and/or guiding in minor/small research projects enhances the work environment of the institution. Social Responsibility acts as an extension of each individual's personality and finds an outlet in institutional and departmental outreach programmes. The management has a registered NGO called 'Janseva' wherein three major projects are focused- 'Umang', for senior citizens, 'Sakar' for school drop outs and 'Prayas' for youth training programme. Thematic annual days coupled with informative exhibitions on 'Valuing Values' and 'Expo on Entrepreneurship skills' proves beneficial in reaching out to college and local students. Research publications by faculty members and institutional publications like college magazines and newsletters highlight the scholarly contribution of its stakeholders.

A participative mode of operation in academic and administrative processes taking cognizance of inputs from students, staff members, alumni and parents coupled with institutional values of Visionary Leadership, Focus on Future, Agility and Social Responsibility enables the college live its vision of enlightening and empowering women to become instrumental in enhancing the quality of society.



POST – ACCREDITATION ACTIVITIES

(From Second Cycle to Third Cycle of Re-accréditation)

At Shri M. D. Shah Mahila College of Arts & Commerce (MDSMC), we realized that life in the educational institutions in the coming decades will face new challenges together with novel possibilities. Since quality is a major determinant of success, quality enhancement strategies for continuous improvement in the institution enabling the primary stakeholders to perform well and gain benefit in the new environment would require new designs of tapping human resources. Hence our institution approached Quality systems with the aim to integrate TQM methods and the systems of work in the organization.

We focused on Small Group Activities (SGAs) like Quality Circles, Kaizen, 5-S as tools for participatory philosophy which enables individuals working at all levels to play important roles in the organization. This opportunity of participation enables change, growth and progress benefitting both the individuals per se and the institution in general. Another concomitant to this process is the enhanced level of satisfaction among the stakeholders. As Dr. K. Ishikawa writes, “One of the greatest principles behind QC is customer satisfaction. Within a company, the next process is the customer. If this way of thinking is driven home, the walls of sectionalism will crumble and fresh air will breeze through the company.”

The objectives of initiating quality principles at MDSMC were-

- ✚ To make education more people building i.e. peoples’ development by making it relevant and usable
- ✚ To help in self-development, mutual development, organizational development and eventually societal and national development through quality awareness and improvement.
- ✚ To build analytical minds so that people have scientific approach to problems
- ✚ To initiate Total Quality Education (TQE)

The IQAC understood the need to define a purposeful and result oriented strategy aimed to arrive at total quality service in education. The basis of our team efforts was the emphasis that we laid on philosophy. Our Philosophy is –

- ✚ Quality service is the best way to acquire customer loyalty
- ✚ Any system can always be improved no matter how good it is
- ✚ Everyone want to be involved and want to do their job well
- ✚ The person doing the job is the most knowledgeable about the job
- ✚ Every person wants to feel like a valuable contributor
- ✚ More can be accomplished by working together

Since we believed that whatever we are doing well can be further improved, a structured work process management system called the Performance Excellence System (PES) was created. The PES adapted from the International Quality Models in Education (Malcolm Baldrige Model of the USA and European Foundation for Quality Management of Europe) paved the path of our journey towards excellence.

Creation of the System for People Power - The Performance Excellence System (PES)



The concept of ‘quality’ in education was realized by Internal Quality Assurance Cell (IQAC) through its Performance Excellence System (PES) which emphasized on improving the key institutional academic and administrative processes for smooth functioning. To sustain and spread a culture for total quality management, the IQAC reinvented the academic and administrative processes from a conventional mode to a multidimensional one with individuals becoming involved as leaders in different areas of institutional development.

The Education **Excellence and Leadership Cell** is in constant pursuit of academic improvement and looks into the teaching-learning area, mentoring, value added courses and faculty development programmes. It also oversees the conduction



of internal/peer audit of academic departments and Library services. **Human Resource Development Cell** primarily aims to equip students and staff members with skills to boost capabilities and build confidence to face the transient job market. Extra-curricular, sports and cultural activities at college and intercollegiate level meet with success consequent to the training given by faculty and/or professionals. Students are trained for Youth parliament; cricket, boxing and rope malkhamb tournaments; fine arts, literary, music, dance and theatre activities. Welfare of students is preserved through Insurance Scheme, Health Centre activities, Grievance Redressal and Students' Voice programme. **Community Welfare Cell** extends its purview to include the community in the vicinity of the college in its awareness programmes and welfare activities. Research is encouraged among staff and students, and gaps in accomplishing research activities are addressed by the **Research Cell**. **Technology and Documentation Cell** simultaneously upgrades technological skill and records the progress of the college and its stakeholders. The satisfaction quotient of the academic processes, enhancement schemes and development programmes are sought by the **Feedback and Evaluation Cell** through a systematic feedback mechanism.

The application of PES in academic and administrative processes leading to a refinement in the functioning of the institution prompted MDSMC to apply for a national level award based on international educational quality criteria (Malcolm Baldrige Quality Model). The receipt of a **Performance Excellence Trophy** in education sector confirmed the accuracy of MDSMC's journey towards excellence.

Maintaining the momentum of quality consciousness was of crucial importance. The use of multiple methodologies with involvement of stakeholders became essential after the realization that no single strategy works on its own. Creation of PES was intended to overcome the barriers and setbacks that arise in the way of Quality Assurance and Quality Sustenance. The recommendations by NAAC coupled with MDSMC's Perspective Plan ensured the collective engagement of stakeholders in higher education to move forward the agenda of Quality assurance.

The NAAC recommendations are listed out in Table No 1. At MDSMC these recommendations are directed to the PES and the corresponding actions to fulfill the suggestions are as follows –



Table No.1 NAAC Recommendations and Actions Taken

NAAC Recommendations	Actions Taken
EDUCATIONAL EXCELLENCE & LEADERSHIP	
<ul style="list-style-type: none"> • More specialization and many new programmes in emerging areas may be introduced. 	<ul style="list-style-type: none"> • Initiation in Bachelor in Accounts, Finance and Insurance (BCom.- AFI) • Animation as a specialization in BMM
<ul style="list-style-type: none"> • Collaborations with local, national and international agencies may be explored. 	<ul style="list-style-type: none"> • Leadership Training Lecture Series with Dowling College, Iona College (New York), Panamericana University (Mexico) • Indo-Danish Student Cultural Exchange Programme • Annual seminars on Mass Media in collaboration with M O P Vaishnav College, Chennai • Collaboration with National Research Institute on Numismatic Centre (Nasik) • Association with Extramural Studies (Mumbai University) for teaching of Ancient Scripts • Collaboration with National Centre for Quality Management (NCQM) for learning and promotion of quality concepts at MDSMC • Linkage with corporate sectors like TCS, Wipro, J P Morgan, L’Oreal, etc. for training and placements
<ul style="list-style-type: none"> • Hands on training may be initiated 	<ul style="list-style-type: none"> • Collaboration with Kora Kendra for skill building leading to self-employment • Tie up with TIE Stree Shakti for entrepreneurial training
<ul style="list-style-type: none"> • Priority may be given for library automations. 	<ul style="list-style-type: none"> • Application of SOUL and automation in the library
<ul style="list-style-type: none"> • Strategies may be developed to attract more students to the library. 	<ul style="list-style-type: none"> • Library orientation for all classes • Book exhibitions • Informative display board • Book club • Increase in number of Computers with internet connection for students • Open access to final year and PG students
<ul style="list-style-type: none"> • Legal education may be imparted 	<ul style="list-style-type: none"> • Information on Women and Law through incorporation of activities like talks and debates with experts on the subject • Arranging interface with students on issues like Sexual Harassment in general and work place, Business Law, Legal Rights of women
<ul style="list-style-type: none"> • Entrepreneurial development cell may be set up to encourage the self employment of the students. 	<ul style="list-style-type: none"> • Setting up of Entrepreneurship Cell in 2009 • Trained students are given assignments to practice their learning in handling events at college and commercial venues
<ul style="list-style-type: none"> • Being women’s college, the institution may take steps to start a center for women’s studies. 	<ul style="list-style-type: none"> • Collaborative activities are taken up with Research Centre for Women’s Studies (RCWS) of the affiliating University where faculty and students participate as trainers/ participants.



<ul style="list-style-type: none"> Success rate may be improved. 	Academic Council under PES monitors the teaching-learning-evaluation process and has developed strategies to support weak and gifted students. The results are recorded in Table No.2.18 (A and B)
HUMAN RESOURCE DEVELOPMENT	
<ul style="list-style-type: none"> Personality development programmes may be reoriented with experts from the field. 	<ul style="list-style-type: none"> Association with JP Morgan for etiquette, personality and communication development Training in Beauty Culture and grooming Leadership training programmes for student leaders by Students' Council and NCC
<ul style="list-style-type: none"> Alumni association may be strengthened and they may be used for betterment of the college. 	<ul style="list-style-type: none"> Celebrating 2012-13 as the 'Year of Alumni' with special programmes involving alumni by all academic departments and institutional activities like Exhibitions and Annual Days Rs. 15 lakh donated by Alumni for Computer Laboratory
<ul style="list-style-type: none"> Career guidance bureau may be set up 	Career Guidance and Placement cell is established to arrange for career talks, interface and campus interviews with corporate firms and industries
RESEARCH CELL	
<ul style="list-style-type: none"> Collaborations with local, national and international agencies may be explored 	<ul style="list-style-type: none"> Collaboration with THRED NGO resulting in a research project 'Intergenerational Interaction' between senior citizens and youth called SETU
<ul style="list-style-type: none"> Major research project are not initiated (WEAK) 	Two faculty engaged in UGC sponsored Major Research projects (One completed)

Table No.2 indicates the action taken for Perspective plan for the year 2008-2013.

This plan is directed to PES and following are the actions taken -

Table No.2 Perspective Plan and Actions taken -

Perspective Plan	Actions taken
Education Excellence and Leadership Cell	
Arranging inter-college leadership training camp-2010-2011	40 students from MDSMC participated in Leadership Training Lecture Series along with students from New York and Mexico University via Black Board Technology.
Collaboration with international educational institutions.	<ul style="list-style-type: none"> Leadership Training Lecture Series with Dowling College, Iona College (New York), Panamericana University (Mexico) Indo-Danish Student Cultural Exchange Programme
International / Regional & National level exhibition 2010-2011	Annual Exhibition on different themes inviting schools and colleges from the vicinity
Library budget increase to 5% of the total college budget	Library budget increased to 5% of the total college budget
Minimum one value added course by each department	Fig. 1.2 indicates the value added courses conducted by departments which supplements the curriculum.
Inter college competition	Every Department conducts academic Inter-collegiate competitions and Institution conducts cultural Inter-collegiate competitions



Starting new programs offering of IGNOU – 2008-2009	Post –Graduate (M.A in English and MBA) and certificate courses (Functional English, Early Childhood Education) initiated in partnership with IGNOU.
Tie up with national and international professional organizations and NGO's	Tie Ups indicated in Table No.1
Career Guidance & Placement Training programmes / Talks on careers Dept. wise career guidance	In collaboration with Career Guidance and Placement Cell, all Departments organize Career Guidance programme regularly.
Human Resource Development Cell	
Formation of faculty development centre including internal faculties, external experts & consultants	Faculty Development Cell operational and organizes various programmes in different areas every year.
Arranging inter-college leadership training programme & competitions.	HRD cell organizes leadership training programme for teaching and non-teaching staff.
Recognition of best leaders by giving trophy & awards in annual functions.	Top management appreciates and recognizes dedicated contribution of faculty in teaching learning and extension programmes through trophy and certificates.
Strategy and streamlining the criteria for recognition faculty by designing scientific system	Criteria for recognition using Competency index is in process
Formation of staff welfare group to look after different welfare schemes for staff.	
Community Welfare	
30 nodel centre of Janseva NGO for community work 2008-2009 to 2012-2013	<ul style="list-style-type: none"> • Janseva NGO has successfully managed to create 5 Nodel centers in the community. • Astitva - group of 100 students from under privileged society are specially trained to work in the nodel centers.
Reaching to 50% of students for community work by 2011-2012	Community Welfare Cell oriented all the academic Departments to involve their students in outreach activities. Departments plan and undertake extension activities involving students
Research Cell	
90% faculty members involvement in research and up gradation of knowledge base by 2012-2013	Table no.2.12 indicates the involvement of maximum number of faculty in research activities.
College sponsored research prog. Budget to increase up to Rs.100000/- by 2010-2011	Institutional budget was raised to Rs.25,000/- (the amount specifies the monetary requirement for any research activity till date)
Research in association with international institution	Association with SIGN-Sweden India Gender Network is in the incubation stage wherein an NGO from Delhi, NGO from Sweden and MDSMC will form an alliance to work on a research project
Two projects in collaborations	MDSMC has successfully worked on two projects with



with international institute.	International Educational Institute (Academic and Cultural)
College sponsored research programmed with a budget of start Rs. 25000/- per year for students	The College has allotted a budget of Rs.25.000/- for student Research Projects.
EVALUATION & FEEDBACK	
Course evaluation by students 2009-2010	Evaluation and Feedback Cell conducts the Feedback for Curriculum.
Technology, Documentation & website	
Dept. wise documentation of Seminar /workshop orientation	Work on creating a separate format for recording departmental activities is downloaded on computers assigned for Departments where the documentation is done
Magazine and Website	The Website is updated by Technology Unit annually
Quality efforts for print / mass media coverage 2009-2010	Striving to increase
Buying SMS equipments & implementation of SMS tech. 2010	The college started the SMS service when bulk sms was allowed.
Technology group to submit e-learning plan to management 2011	A training programme on ICT learning was specially organized for the staff
Induction prog. For new entrant to start 2009-2011	Induction programme prepared by Technology Unit is conducted for new entrants annually.
Yahoo group for staff and students 2009-2010	Few Departments have formed Yahoo groups with students for improved teaching-learning
Results on website 2008-2009	Results are uploaded on www.mdshahmahilacollege.ac.in
Interactive & dynamic web-portal for institution 2010-2011	Our website is dynamic and very interactive. The students and staff feedback is captured on the portal itself
Online staff information system 2010-2011	On line staff information system is created by Technology Unit where information on Faculty up gradation efforts are recorded (participation in Workshops, Seminars, Refresher Courses, Orientation Courses, and Publication etc.)
Enhancing integrated of SOUL Lib. Management system 2009-2010	Library management is done by SOUL from 2009.

The shift from a traditional educational setup to a quality approach backed process was gradual at MDSMC. Changes in our working are the key, howsoever, small they may be. We believe that most quality problems are built into the system



and the system can be improved only when it is previewed from a prevention mindset rather than an inspection mindset. This does not limit itself to any select group of individuals, ranks, categories and/or positions. Philip Cross by rightly stated that “all that is necessary for Quality Management is People”.

From general exposure and guidance in Quality methods to specialized Quality training helped embed further the quality atmosphere. This quality atmosphere and quality backed smoothening of the processes paved the path for preparation of a new perspective plan from 2013-2018. We look forward to embark on a new direction to sustain the Quality Journey and continue the journey of Excellence with the same zeal and enthusiasm.



SECTION B: PROFILE OF THE INSTITUTION

1. Name and Address of the College:

Name :	SHRI M. D. SHAH MAHILA COLLEGE OF ARTS AND COMMERCE		
Address :	B. J. PATEL ROAD, MALAD (WEST)		
City : MUMBAI	Pin : 400 064	State : MAHARASHTRA	
Website :	www.mdshahmahilacollege.ac.in		

2. For Communication:

Designation	Name	Telephone with STD	Mobile	Fax	Email
Principal	DR. DEEPA SHARMA	O:022-28831622 R:022-29661572	9820495951	022-28831622	mrsdeepasharma@gmail.com deepasharma@mmsmc.ac.in
Vice Principal	DR. MITALEE SHOME	O:022-28824860 R:022-28871491	9320334345	022-28831622	drshomes@yahoo.co.uk mitaleeshome@mmsmc.ac.in
Steering Committee Co-ordinator	SMT. SHUBHA ACHARYA	O:022-28824860 R:022-28817202	9819093887	022-28831622	shubz67@gmail.com iqac@mmsmc.ac.in

3. Status of the Institution:

Affiliated College



Constituent College

Any other (specify)



4. Type of Institution:

a. By Gender

- | | |
|-------------------|-------------------------------------|
| i. For Men | <input type="checkbox"/> |
| ii. For Women | <input checked="" type="checkbox"/> |
| iii. Co-education | <input type="checkbox"/> |

b. By Shift

- | | |
|--------------|-------------------------------------|
| i. Regular | <input checked="" type="checkbox"/> |
| ii. Day | <input type="checkbox"/> |
| iii. Evening | <input type="checkbox"/> |

5. It is a recognized minority institution?

- | | |
|-----|-------------------------------------|
| Yes | <input checked="" type="checkbox"/> |
| No | <input type="checkbox"/> |

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence. Annexure: I (Page No.: 297)

Linguistic Minority - Gujarati

6. Sources of funding:

- | | |
|----------------|-------------------------------------|
| Government | <input type="checkbox"/> |
| Grant-in-aid | <input checked="" type="checkbox"/> |
| Self-financing | <input checked="" type="checkbox"/> |
| Any other | <input type="checkbox"/> |

7. a. Date of establishment of the college: **15/06/1968**

b. University to which the college is affiliated /or which governs the college (If it is a constituent college) **Annexure IV & V (Page No.300-301)**

S.N.D.T. WOMEN'S UNIVERSITY - MUMBAI



c. Details of UGC recognition: **Annexure II & III (Page No.298-299)**

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	11 SEPTEMBER, 1989	---
ii. 12 (B)	---	ESTD. BEFORE 1972

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) – **N.A.**

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:



Location *	URBAN
Campus area in sq. mts.	5630.90 sq. mts.
Built up area in sq. mts.	4940.333 sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- ✚ Auditorium/seminar complex with infrastructural facilities
 - **Surajba Sabhagruha an a/c. Hall with Audio-visual facility**
 - **A.V. Room with capacity of 60 Seats**

- ✚ Sports facilities
 - play ground
 - swimming pool **NO**
 - gymnasium

✚ Hostel

- Boys' hostel **N.A.**
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
- Girls' hostel **NO**
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
- Working women's hostel **NO**
 - i. Number of inmates
 - ii. Facilities (mention available facilities)



- ✚ Residential facilities for teaching and non-teaching staff
(give numbers available — cadre wise) **NO**
- ✚ Cafeteria —
- ✚ Health centre —
 First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....
 Health centre staff – **No Full/Part time staff, First-Aid facility with Aarogyam Health Centre and we have an arrangement with a General Physician who is available during emergencies.**
- ✚ Facilities like banking, post office, book shops **Post office in Campus, Greater Bank and Cosmos Bank in the vicinity of 100mtrs.**
- ✚ Transport facilities to cater to the needs of students and staff **NO**
- ✚ Animal house **NO**
- ✚ Biological waste disposal **NO**
- ✚ Generator or other facility for management/ regulation of electricity and voltage
*** We hire generator during examinations but we have UPSs**
- ✚ Solid waste management facility **Vermiculture**
- ✚ Waste water management **NO**
- ✚ Water harvesting **YES**



12. Details of programmes offered by the college (Give data for current academic year)

Sl. No .	Program me Level	Name of the Programme/ Course	Duration	Entry Qualific ation	Mediu m of instruc tion	Sanctio ned Student Strengt h	Number of students admitted
i)	Under-graduate	B.A. Part I – II – III	3 YEARS	12 TH (HSC)	G/E /H/M #	2160	1319
		B.COM. Part I – II – III	3 YEARS	12 TH (HSC)	G/E #	1440	1084
		B.M.S. Part I – II – III	3 YEARS (6 SEME.)	12 TH (HSC)	E #	380	182
		B.C.A. Part I – II – III	3 YEARS (6 SEME.)	12 TH (HSC)	E #	180	138
		B.M.M. Part I – II – III	3 YEARS (6 SEME.)	12 TH (HSC)	E #	180	80
		B.COM. (AF&I) Part I – II	3 YEARS (6 SEME.)	12 TH (HSC)	E #	240	84
ii)	Post-graduate	M.A. Part I – II (Economics)	2 YEARS (4 SEME.)	B.A. III	E/H/ G/M #	120	80
		M.A. Part I – II (Hindi)	2 YEARS (4 SEME.)	B.A. III	E / H #	120	108
		M.COM. Part I – II	2 YEARS (4 SEME.)	B.Com III	E #	100	80
iii)	M.Phil	---	---	---	---	---	
iv)	Ph. D.	---	---	---	---	---	
v)	Certificate course	FASHION DESIGNING (BASIC)	1 YEAR	12 TH (HSC)	E #	50	40
		INTERIOR DESIGNING	1 YEAR	12 TH (HSC)	E #	50	46
vi)	UG Diploma	FASHION DESIGNING (ADVANCE)	1 YEAR	12 TH (HSC)	E #	60	60
		INTERIOR DESIGNING	1 YEAR	12 TH (HSC)	E #	60	50



Sl. No .	Program me Level	Name of the Programme/ Course	Duration	Entry Qualific ation	Mediu m of instruc tion	Sanctio ned Student Strengt h	Number of students admitted
vi)	PG Diploma	---	---	---	---	---	---
vii)	UGC Carrier Oriented Programm e (COP) ESTD : 2007-2008	CERTIFICA TE	1 YEAR	12 TH (HSC)	E #		
		1 INTERIOR DESIGNING					25
		2 FASHION DESIGNING					50
		3 TRAVEL & TOURISM					30
4 ENTREPR ENEURSHIP	52						
		DIPLOMA - AS ABOVE	1 YEAR	12 TH (HSC)	E #		27
	-	36					
	-	18					
		ADV. DIPLOMA - AS ABOVE	1 YEAR	12 TH (HSC)	E #		73
	-	10					
	-	12					
							61

G: Gujarati /E: English / H: Hindi / M: Marathi



13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

04 – UG = 03- PG

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No		Number	02
-----	-------------------------------------	----	--	--------	-----------

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	N.A.			
Arts	1. ENGLISH, 2. GUJARATI, 3. HINDI, 4. MARATHI, 5. HISTORY, 6.MUSIC, 7. PSYCHOLOGY, 8. SOCIOLOGY, 9. ECONOMICS, 10. CHILD CARE	09 (BA offered by 09 Dept.)	02 (MA – Hindi & Economics)	N.A.
Commerce	1 ACCOUNTANCY, 2 COMMERCE, 3 STATISTICS	01 (B.COM)	01 (M.COM)	N.A.
Any Other (Specify)	---	---	---	---

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

a. annual system

00

b. semester system

09

c. trimester system

00



17. Number of Programmes with

a. Choice Based Credit System

09

b. Inter/Multidisciplinary Approach

N.A.

c. Any other (specify and provide details)

N.A.

6. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme b.

NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme b.

NCTE recognition details (if applicable)

Notification No.:

Date: (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No



20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government										
<i>Recruited</i>	00	01	06	15	10	19	42	21	01	00
<i>Yet to recruit</i>	00	00	00	00	00	09	10	00	00	00
Sanctioned by the Management/ society or other authorized bodies										
<i>Recruited</i>	00	00	00	00	10	31	01	01	00	00
<i>Yet to recruit</i>	00	00	00	00	00	00	00	00	00	00

*M-Male *F-Female

21. Qualifications of the teaching staff:

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	6	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

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

23



23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 (2010-11)		Year 2 (2011-12)		Year 3 (2012-13)		Year 4 (2013-14)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	0	267	0	281	0	264	0	259
ST	0	0	0	1	0	2	0	1
OBC	0	583	0	608	0	613	0	564
General	0	2171	0	2306	0	2200	0	2218
Others	0	107	0	132	0	127	0	115

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	2838	244	0	0	3082
Students from other states of India	49	24	0	0	73
NRI students	0	0	0	0	0
Foreign students	0	0	0	0	0
Total	2887	268	0	0	3155

25. Dropout rate in UG and PG (average of the last two batches)

UG

18.66%

PG

5 %

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs. 26,527/-

(b) excluding the salary component

Rs. 2,778/-



27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU) - NEW DELHI

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered

Courses	Ratio
BA	1:33
BCOM	1:50
BMS	1:13
BCA	1:12
BMM	1:08
BCOM(AF&I)	1:16
M.COM	1:16
M.A. -ECO	1:18
M.A.- HINDI	1:13

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)



30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
- Cycle 1: **15/05/2002** Accreditation Outcome/Result **B++** Annexure – VIII: (Page No.311)
- Cycle 2: **29/01/2009** Accreditation Outcome/Result **A** Annexure – IX: (Page No.312)
31. Number of working days during the last academic year.
- 223 Days**
32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)
- 180 Days**
33. Date of establishment of Internal Quality Assurance Cell (IQAC)
- IQAC : 15/10/2004**
34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
- AQAR (i) **14/07/2009**
- AQAR (i) **01/09/2010**
- AQAR (ii) **18/08/2011**
- AQAR (iii) **15/07/2012 (Online)**
- AQAR (iv) **26/07/2013 (Online)**
35. Any other relevant data (not covered above) the college would like to include.
(Do not include explanatory/descriptive information)



CRITERION I: CURRICULAR ASPECTS

1.1 CURRICULUM PLANNING AND IMPLEMENTATION

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

Ans: The vision of the institution

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

Mission

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

Objectives

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

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

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

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



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

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

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

Table No. 1.1 Assistance to Teachers by University and Institution

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

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

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



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

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

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

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

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

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



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

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

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

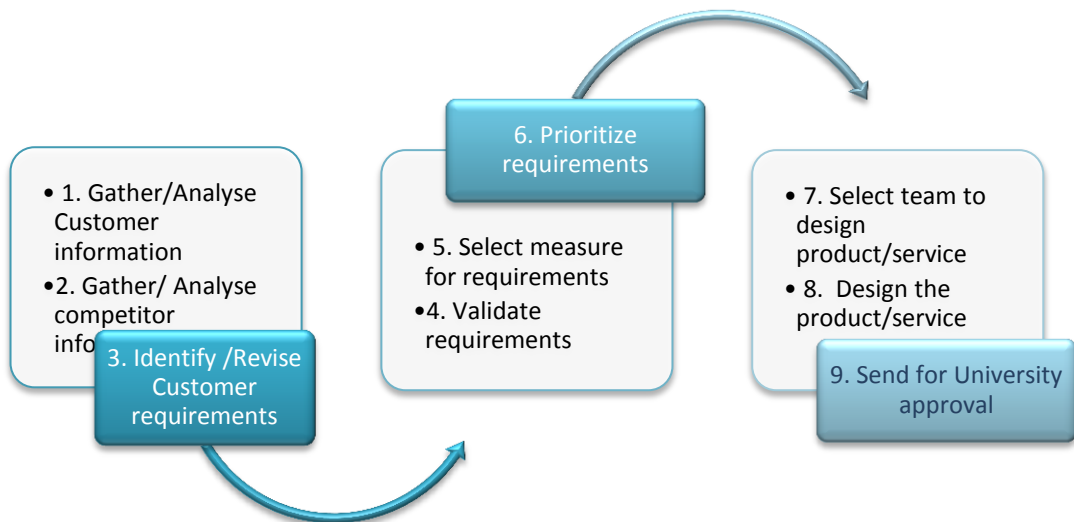


Fig. 1.1 Self designed Customer Need Process by MDSMC

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

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

Table No .1.2 Faculty Representation in University bodies

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



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

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

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

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



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

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

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

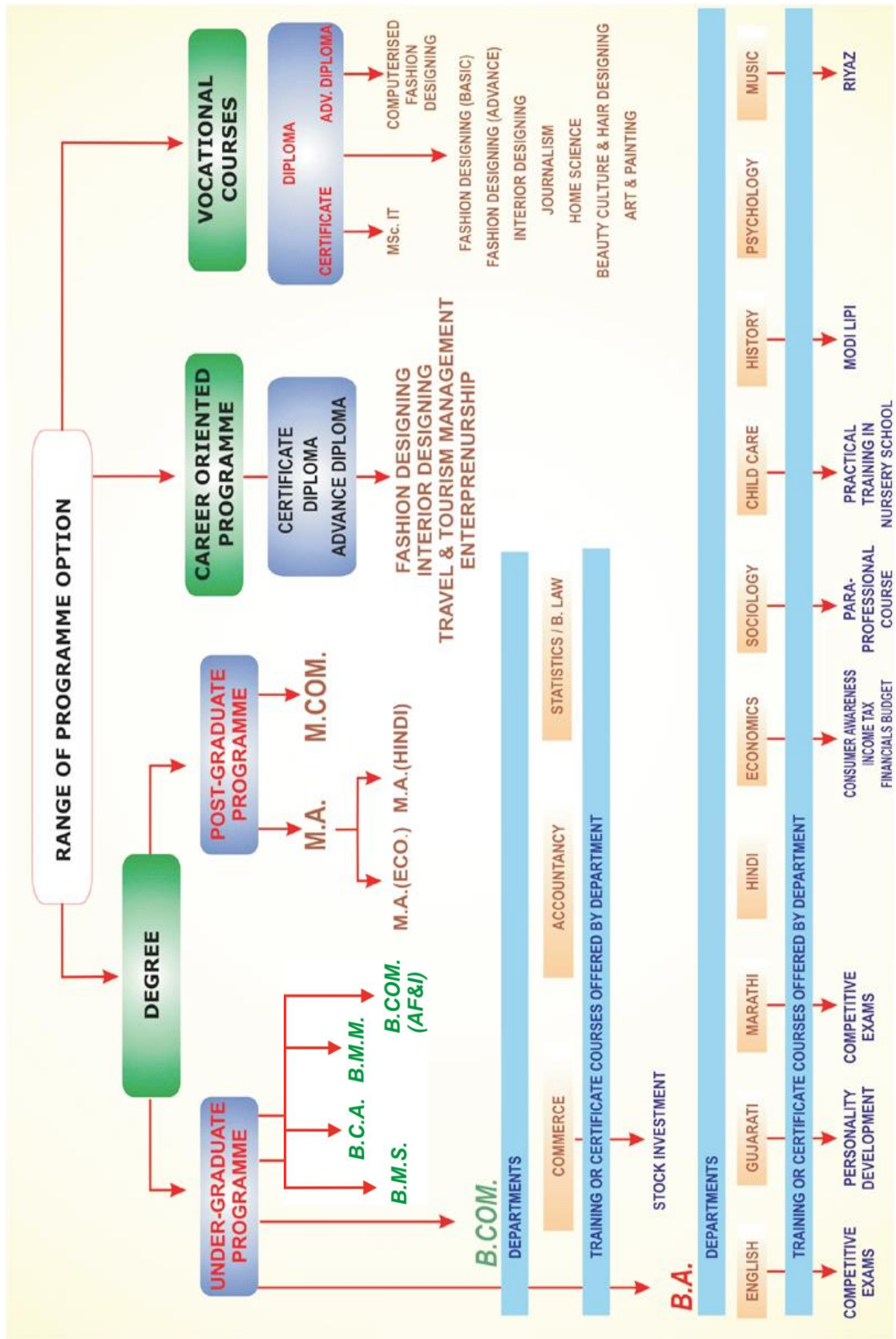
- Departmental meetings held periodically to monitor the implementation of curriculum in all mediums
- Emphasis on application of the curricula.
- Guidance to new teachers in the teaching field by HODs, Supervisors and senior faculty
- Use of different methods like dramatization of the text, group discussion,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

1.2 ACADEMIC FLEXIBILITY

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

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

Fig 1.2





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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Table No. 1.4 List of Self Finance Programmes Offered by

MDSMC

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



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

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

The self financed courses have special features like:

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

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

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

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



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

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

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

1.3 **CURRICULUM ENRICHMENT**

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

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

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



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

Table No. 1.6 Student/Stakeholder Listening/Learning Methods

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



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

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

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

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



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

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

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

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

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

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



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

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

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

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

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



Community Orientation

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

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

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

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

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

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

1.4 FEEDBACK SYSTEM

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



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

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

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

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

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

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

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



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

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

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

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

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

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



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

Gender Sensitization
<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



Inclusion

- 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.

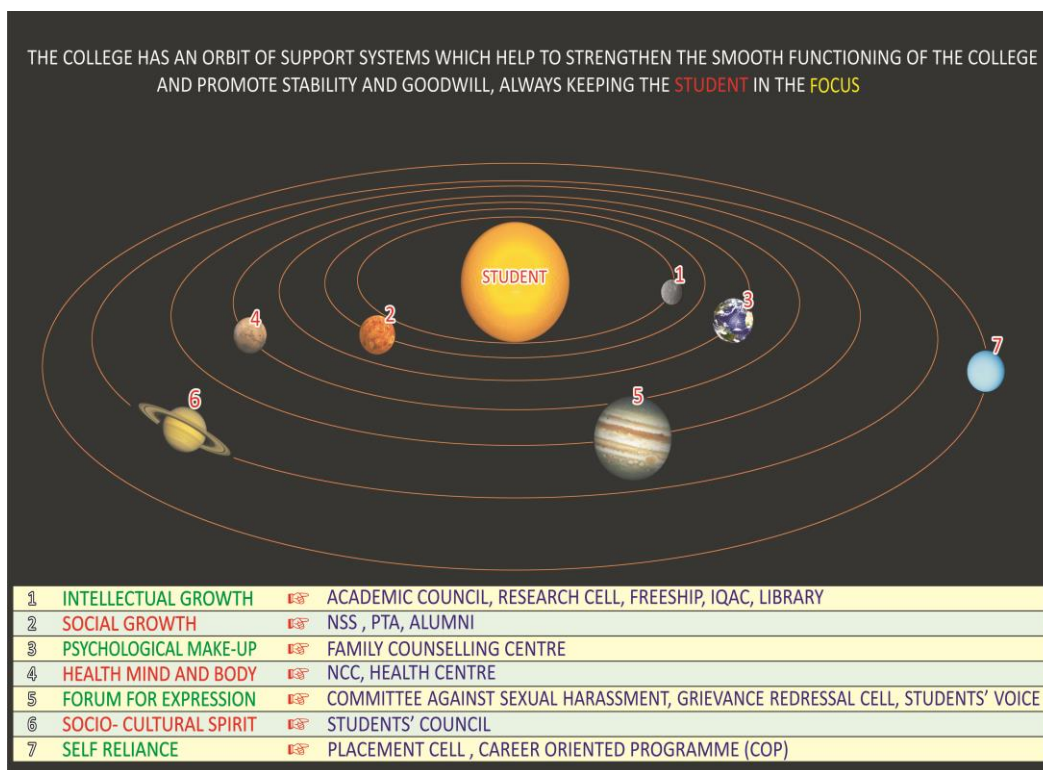


Fig. 2.1 Support Services To Support Students

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 & 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)

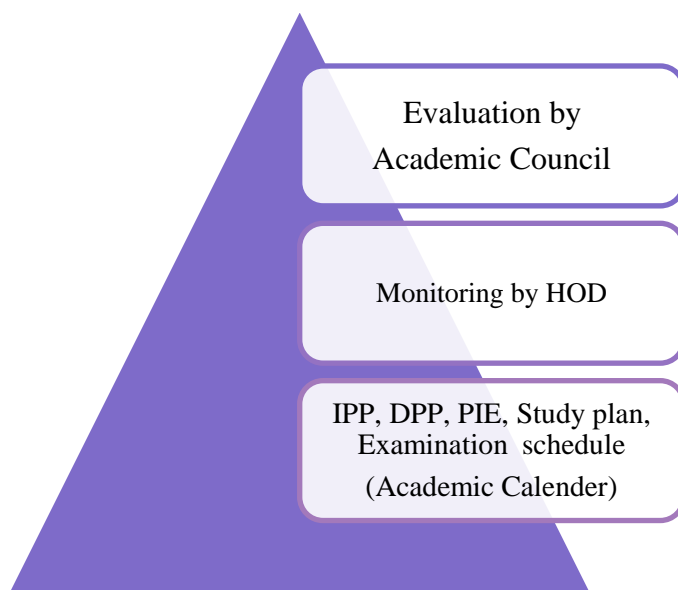


Fig.2.2 Systematic approach in Teaching-Learning schedule

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	13



enrichment materials	
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

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

LEVEL BASE GRIEVANCE MECHANISM

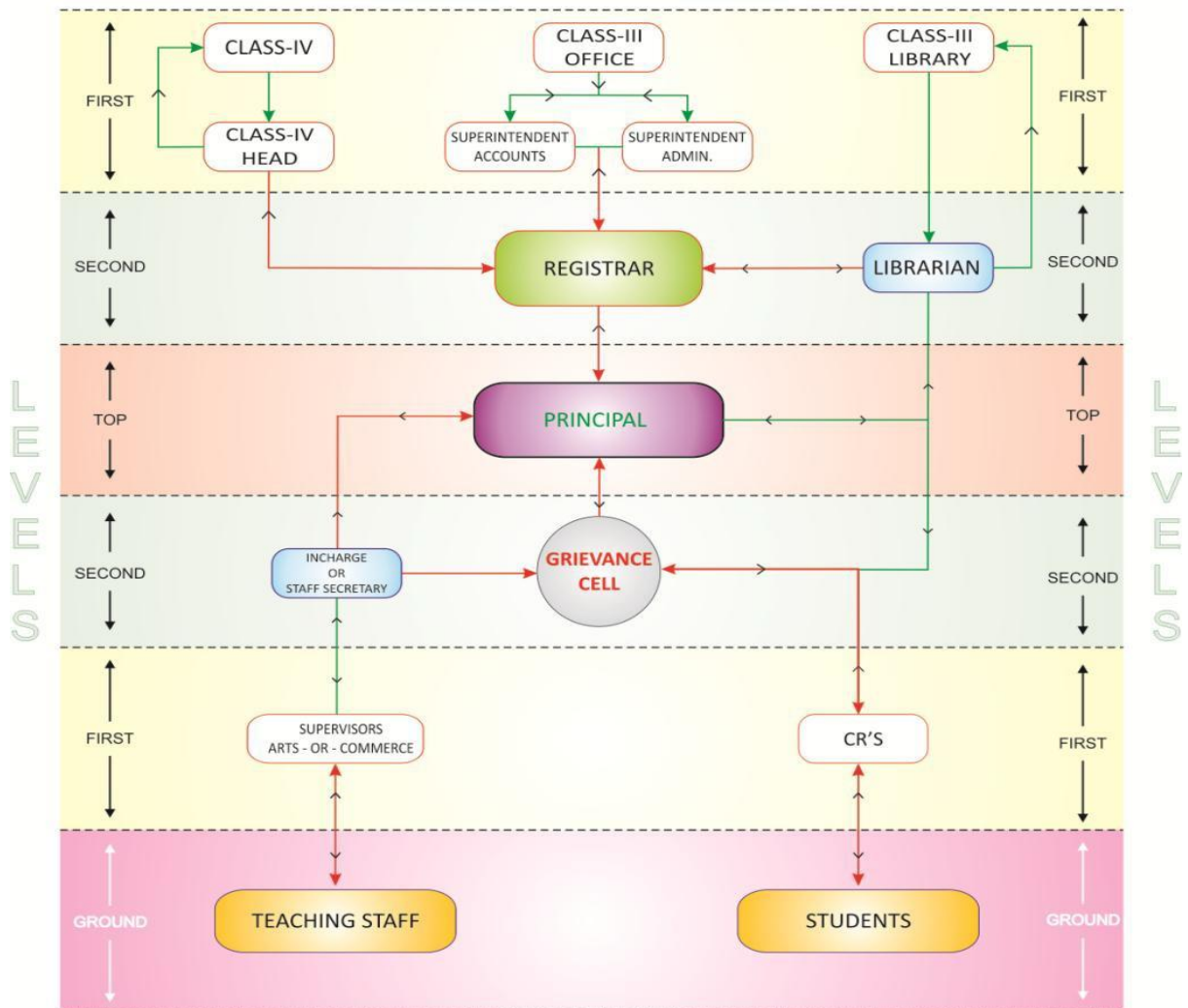


Table 2.19 Complaint Management Process

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 Instructional Support	Value-added courses, enrichment courses, 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

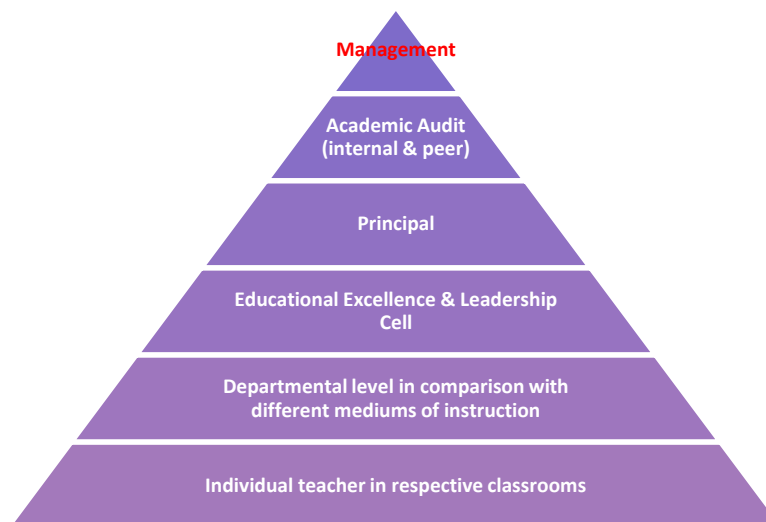


Fig 2.4 Levels of Monitoring Learning Outcomes

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.



CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 *Does the institution have recognized research center/s of the affiliating University or any other agency/organization?*

Ans: MDSMC does not have a Research Centre of the affiliating University but has established a Research Cell since 2007. All research based activities are conducted within the framework of this Cell.

3.1.2 *Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.*

Ans: The Research Cell under PES is monitored by senior faculty members possessing a analytical bent of mind and research experience. Lecturers with national and international publications are also inducted into the cell for enabling sharing and guidance in research orientation of the faculty. The prominent Research Cell activities have been detailed in Table No. 3.1 –

Table No. 3.1 Activities of research cell

	Recommendations (R) and Implementation (I)	Impact
2008-09	R – Publish research articles, encourage faculty for research I – Plans to bring out a research compendium	Sankalan–the research compendium No of teachers MPhil- 09 No of teachers Minor Research - 09
2009-10	R – Major Research I – 3 Faculty members applied for Major Research from UGC	2 applications accepted by UGC
2010-11	R – Expand knowledge base of teachers in research I – Invite experts in research areas, include researched articles of peers from other colleges in Sankalan	Seminars and talks on Research Methodology, How to apply to funding agencies, Statistics in Research
2011-12	R – Expand activities to include students I – Orientation to students for research activities	Khoj – a research paper presentation by students guided by teachers
2012-13	R-Collaboration with outside agencies I – Collaboration sought with THRED NGO	SETU project – intergenerational interaction, an attempt to build bridges between youth and senior citizens



3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

Ans: The measures taken by MDSMC for promoting research oriented activities are listed in Table No. 3.2

Table No. 3.2 Measures taken by the institution for promoting research

Area	Activities
Autonomy to the principal investigator	Complete freedom to conduct research activity without interference from college authorities
Timely availability or release of resources	Principal and Administrative staff assist in availing and instant disbursement of funds received from UGC
Adequate infrastructure and human resources	Reading cabins for teachers
Time-off, reduced teaching load, special leave etc. to teachers support in terms of technology and information needs	Well –stocked library, teachers can borrow 20 books for home study, ILL facility, Computer with Internet facility for teachers
Facilitate timely auditing and submission of utilization certificate to the funding authorities	Supportive professionals(CA) cum teachers to audit and certify research expenditure statements
Any other	Budget for Institutional research is increased to Rs. 25,000/= ;Collaboration with “THRED” an NGO for research project

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Ans: Efforts made by the institution in developing scientific temper and research culture among students are-

- ✚ Opportunities for research orientation through papers like Research Methodology and statistics at the UG level



- ✚ Surveys, analysis and statistical interpretations of facts for Projects and presentations for internal submissions
- ✚ Dissertation on the guidelines laid down for research studies by PG, BMS, BCA, and BMM students
- ✚ Activities like Celebrating a year of ‘Value Education’ with multiple activities focusing on new age values like Scientific temper

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Ans: Faculty at MDSMC is engaged in multifarious research activities. The details of which are listed in Table No. 3.3 –

Table No.3.3 Faculty engaged in research activity–

Type of Research	Areas/Topic	No. of individuals involved
Minor Research	1) Malcolm Bridge Model Of Performance Excellence - Implications For An Educational Institution In India 2) Shastriya Sangeet Ke Prachar Tatha Prasar 3) Computer Assisted Teaching & Learning In Financial Accountancy 4) A Critical Appraisal Of Role Of College In Development Of Economically Challenged Girl Student 5) Emancipation & Empowerment Of Women Through Entrepreneurship & Self Help Group 6) Marathi Dalit Ekankika : Ek Abhyas (1950 - 1975) 7) 1857 Ka Sangharsh : Virodh Ya Rashtriya Kranti 8) Impact Of Samyawadi Movement On The Warli Tribe Residing In Talasari Taluka At Thane 9) Pandit Yugnu Dharma Chintan	9
Major Research	1) Local History Of Mumbai Nala Sopara To Malad 2) Comparative Study Of Collective Poverty Of Household And Its Changing Scenario During The Planning Period And Post Reforms Period : A Case Study Of Metro Cities	2
Institutional Research	<ul style="list-style-type: none"> • Combating Anaemia 	2
Collaborative research	<ul style="list-style-type: none"> • Inter Generation Interaction Research in collaboration with THRED NGO • JanSeva NGO 	140 80
Student Research	<ul style="list-style-type: none"> • Study of Awareness & Unreported Domestic Violence In Area Malad (W) • A Study of dropout rate at the primary school level in Kachpada area • Male - Female Birth Ratio In Malad (W) • A Study Of Conjugal Life In The Novels authored by the Women 	140



The involvement of faculty in research based activities are focused in Tables (3.4 A, B, C, D).

3.4 (A) Faculty Engagements in Seminars, Conferences

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	10

3.4 (B) Faculty Engagements in Paper Presentations at Seminars, 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

3.4 (C) Faculty Engagement in organizing Seminars, Conferences

	2008-09	2009-10	2010-11	2011-12	2012-13
State level	08	07	05	08	04
National level	06	04	06	06	02
International level	01	-	01	01	-

3.4 (D) Faculty Engagements in Writing Study Materials

	2008-09	2009-10	2010-11	2011-12	2012-13
Books	04	03	04	08	03
Chapters in books	02	02	06	08	05
Articles in journals	11	03	08	10	06
Distance Education Study Materials	06	07	06	10	-
Periodicals	20	22	22	24	20

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Ans: Human Resource Development has been the tag line of IQAC since its inception. MDSMC has an altruistic stance in developing and promoting research culture in its workforce supporting organization of workshops and seminars. Programmes conducted for human resource development at MDSMC are as follows (Table 3.5)-



Table 3.5 programme organized by the institution with focus on capacity building

For Teachers	For students	For Administrative and Support staff
Training in Quality circles	Guidance on research projects	Training in Quality circles
Seminar on Quality Assurance in Higher Education	Research project competitions for students	MSCIT training
Seminars on Alternate Funding agencies, Statistical representation in Research	Participation of students in inter-university research paper presentation competition- “Avishkar”	Series of workshops under the title ‘Adding LIFE to Life’
Workshop on Use of Statistical tools in BEQET projects	Intercollegiate paper presentation competitions organized by different departments	Workshop on Use of Statistical tools in BEQET projects
ICT training	Quality circles presentations by students	Training in Spoken English
RBNQA Quality Model	Gender Sensitization	RBNQA Quality Model

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

Ans: Areas wherein MDSMC has focused attention with a research bent of mind are-

- ✚ Aarogyam Health Centre has been detecting and diagnosing anaemic cases in students at entry point. Treatment, intervention strategies and follow-up form part of the programmes. A supplementary programme which has assumed equal importance is the Thalessemia project wherein the centre detects Thalessemia minor and major cases. The cases are recorded and professional help is given through medical experts and psychologists.
- ✚ SETU-The Intergenerational Interaction (IGI) project aimed to build a bridge between youth and senior citizens saw 100 students and 10 teachers interacting with 300 aged folk from society. The collaborative effort with “THRED” NGO is documented with case studies, interviews and statistical details.
- ✚ Students and staff (teaching and non-teaching) are trained in Quality tools



and worked on many Quality Projects. These teams have participated in both national and international competitions and have won laurels.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Ans: Linkages with national and international educational and professional institutions enables opportunities for interaction of subject experts and eminent researchers with the staff and students. Certain occasions for fruitful contacts and subsequent benefits followed with –

- ✚ International Leadership Lecture series programme involving a collaborative effort of MDSMC with 3 other international educational centers namely, Dowling College, New York; Iona College, New York; Universidad de Pan-Americana, Mexico. A total of Faculty from all four institutes interacted with selected students of all the institutes via Blackboard Technology.
- ✚ Seminars by the History, Economics and Self Financing courses department with subject's experts from Harvard University, and Sweden made possible a value loaded communication.

Significant and topical themes of Conferences and seminars by academic departments are aimed to create opportunities for greater interaction with eminent scholars.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Ans. During the last five years only one faculty applied for FIP and was granted the same. Research work is completed in time and presented her work in faculty development programme. The knowledge gained is utilized in Majority of the institutional scientific ventures.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

Ans. Initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution - (Table No. 3.6)



Table No. 3.6- Initiatives taken by the institution in creating awareness of relative findings of research

Department/ Cell	Details
Research Cell	Undertaken SETU- a bridge between Seniors and Youth “Khoj”- Competition for research paper presentation
Arogyam (Health Cell)	Institutional research on Thalessemia
Sociology, Psychology, History, English, Economics	Intercollegiate paper presentation competition, Participation of students in interuniversity paper presentation competition “Avishkar”
Faculty	Refer Table no. 3.4
Non-teaching	Quality Circle presentations

3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 *What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.*

Ans: Details of major heads of expenditure, financial allocation and actual utilization of total budget is given in Table No. 3.7

Table No. 3.7 Details of major heads of expenditure for research

Year	Total Budget Earmarked	Expenditure	Financial Allocation	Actual Utilization
2008-09	50000	38015	40000	38015
2009-10	75000	34667	65000	34667
2010-11	390000	262500	370000	262500
2011-12	100000	70000	95000	70000
2012-13	60000	35000	50000	35000

3.2.2 *Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?*

Ans: The College encourages the faculty to avail of UGC grants. The college has also earmarked grants for initiating research.

3.2.3 *What are the financial provisions made available to support student research projects by students?*

Ans: Student research projects find ample support in monetary terms in the form of reimbursement of all expenses met during and for the research activity.



The heads under which support is lent varies from travelling allowance to payment for entry into institutions for collecting data and stationary charges.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Ans: IQAC acts as a mediator in realising research activities of interdisciplinary nature. The Value Education programme was a successful endeavour to enhance involvement of students and teachers of all disciplines. Another programme SETU created a challenging task of involving teachers and students from varied disciplines to work with senior citizens of the society, police force, NGOs and medical personals. **“Jagar Janinvacha”** was a topical and sustained programme taken up by the institution to create awareness in staff and students on the sensitive issue of Gender equality. It again saw the involvement of all academic departments culminating with a success indicator seen in the receipt of a Second prize at the University and State level for promotion of Gender Equality in society.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

Ans: Optimal use of equipment and research facilities provided at MDSMC is seen in the following Table No. 3.8-

Table No. 3.8 Supportive Environment for Research

Facilities	Usage
Library	Centralized in nature and open to students and staff from 7am to 7pm Books in four languages providing enhanced opportunity for concentrated research
Reading room in library	For use of 9000 students and 300 staff members in three shifts
Computer laboratory	For use of all students and staff specializing in the said subject
Computers with internet facility	Used by the entire students group

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

Ans: MDSMC has received funds from **“THRED” NGO** for the collaborative research on Intergenerational Interaction.



3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Ans: The support provided to the faculty in securing research funds from various funding agencies, industry and other organisations and grants received is listed in Table No. 3.9

Table No. 3.9 Grants Received for research during the last four years

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant in Rs.		Total grant received till date (Rs.)
				Sanctioned	Received	
Minor projects	Dr. Deepa Sharma 2008-09 (Completed)	Malcolm Bridge Model of Performance Excellence - Implications For An Educational Institution In India	UGC	40000	38015	38015
	Dr. Anaya Thatte 2009-10 (Completed)	Shastriya Sangeet Ke Prachar Tatha Prasar	UGC	65000	40000	40000
	Ms. Prabha Krishnan 2010-11 (Completed)	The World of Mythology – A Minefield of Wisdom	UGC	85000	85000	85000
	Ms. Sheena Soman	Partition Literature-A Pedagogical Approach	UGC	70000	70000	70000
	Dr. Rajesh Chheda 2010-11 (Completed)	Computer Assisted Teaching & Learning In Financial Accountancy	UGC	80000	65000	65000
	Dr. Jayshree Mehta 2010-11 (Completed)	A Critical Appraisal Of Role Of College In Development Of Economically Challenged Girl Student	UGC	55000	35000	35000



	Dr. SudhaPrabhu 2010-11 (Completed)	Emancipation & Empowerment Of Women Through Entrepreneurship & Self Help Group	UGC	70000	45000	45000
Minor projects	Shri Ravindra Kamble 2010-11 (Completed)	Marathi Dalit Ekankika : Ek Abhyas (1950 - 1975)	UGC	100000	65000	65000
	Shri Manoj K. Mishra 2010-11 (Completed)	1857 Ka Sangharsh : VirodhYa Rashtriya Kranti	UGC	65000	52500	52500
	Mrs. Hemlata Mukane 2011-12 (Completed)	Impact Of Samyawadi Movement On The Warli Tribe Residing In Talasari Taluka At Thane	UGC	95000	70000	70000
	Shri Hitesh Pandya 2012-13 (Completed)	Pandit Yugnu Dharma Chintan	UGC	50000	35000	35000
Major projects	Dr. Ranjana Mishra 2010-11 (Completed)	Local History of Mumbai Nala Sopara to Malad	UGC	332300	220800	220800
	Dr. Arunkumar Mishra 2011-12 (Completed)	Comparative Study of Collective Poverty of Household and its changing scenario During the planning period and post reforms period: A case study of metro cities	UGC	282500	100000	100000

3.3 RESEARCH FACILITIES

3.3.1 What are the research facilities available to the students and research scholars within the campus?



Ans: The central library at MDSMC has a rich collection of books, a large number of reference books, Journals, CDs having archival data, e-books and periodicals available for research work of teachers and use of students. The library also has membership with other libraries and institutions which gives the researcher easy access to other libraries. Computers with internet connectivity provide ample support for research work to teachers and students. Faculty Development Cell arranges for talks, Workshops, symposia and colloquia on subjects of research interest and importance. The active Research Cell encourages students to undertake research projects. Teachers mentor and guide students and other research scholars. A reading room for students and reading cabins for research scholars allows space for study.

3.3.2 *What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?*

Ans: MDSMC has developed a healthy alliance with renowned and reputed research institutions like IMC, NCQM, museums, Numismatic centers, RCWS, International educational centers which provides an insight to planning, upgrading and creating infrastructural facilities to meet the needs of research scholars. These alliances have also proved beneficial in supplementing the knowledge base of students and research scholars in areas of their research needs.

3.3.3 *Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years.*

Ans: MDSMC has applied and received grants for infrastructural (equipments) purchase and upkeep. The UGC sponsored Minor and Major research projects receive monetary funds for books, computers, and miscellaneous requirements for use of research scholars during the project and for use in the institution upon submission of the research work. Departmental libraries stocked separately from the central library are the natural outcome of this process.

3.3.4 *What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?*

Ans: To aid research work outside the campus, the Principal readily gives recommendation letters to students and research scholars to enable easy access



and use of other libraries, archives, museums, numismatic centers in Mumbai or other parts of India. The college also provides registration fees, travelling expenses to enable students and teachers to attend seminars, workshops, symposia and conferences. Teachers are encouraged to take students for any research oriented visits and exhibitions. On the recommendation of the college authorities the faculty and the students have access to various research scholars, curators and subject experts to acquire primary and secondary source of information.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

Ans: MDSMC has a well stocked central library containing books in four languages. The details of library resources is as follows (Table No. 3.10) –

Table No. 3.10 Library Resources

Items	Number
Books	58471
Reference Books	1012
Journals/Periodicals	11/57
CDs/Archival CDs	274/15
Audio/visual Aids	251/314
e-Books	14

3.3.6 What are the collaborative researches facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

Ans: The MDSMC has institutional membership with British Council Library and American Library. It has a ILL system with the affiliating University Library and Mumbai University Library.

3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * *Patents obtained and filed (process and product)*
- * *Original research contributing to product improvement*
- * *Research studies or surveys benefiting the community or improving the*



services

* **Research inputs contributing to new initiatives and social development**

Ans: MDSMC being an Arts and Commerce College does not have patents to its credit, but has contributed in the area of product improvement, improving the service and community/social development (Table No. 3.11)-

Table No. 3.11 Impact of Research Contribution

Community/Social development
Major Research on Local History Of Mumbai draws attention of the communities (Kolis, Warlis, East Indians, Pather Prabhus, Agaris, etc) towards depleting affinity for culture, heritage, livelihood, and ecology
Minor Research on Metallic utensils and its economic viabilities focused on generation of employment at grass root levels, inclusion of women in workforce in their spare time, and importance to production of eco-friendly utensils
Minor Research on Use of Amar Chitra Katha comics for enhancing comprehension abilities in younger children and adolescents
Research to understand and guide young Parsis about the economic and social problems faced by aged Parsi women
Minor Research to instill in students humanitarian values based on a study of partition literature with a pedagogical approach
Minor Research to emphasize on reviving cultural heritage and strengthen community

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Ans: MDSMC has an in-house publication 'SANKALAN'-a compendium consisting of the published and unpublished papers of faculty, students and peers from different colleges of SNDT and Mumbai University. The College is waiting for ISSN number.

3.4.3 Give details of publications by the faculty and students:

- * **Publication per faculty**
- * **Number of papers published by faculty and students in peer reviewed journals (national / international)**
- * **Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**
- * **Chapter in Books, Books Edited , Books with ISBN/ISSN numbers with**



details of publishers, Citation Index , SNIP, SJR, Impact factor ,h-index

Ans: The details of publications by faculty in different capacities are listed in Table No. 3.12 –

Table No. 3.12 Publications by Faculty

Sr. No.	Name of the faculty	ISBN Publication	ISSN Publication	Monographs, articles, Chapters in books, books, citation index
01	Dr. Ranjana Mishra	10	--	03
02	Dr. Mahendra Guha	02	--	04
03	Dr. Jayshree Mehta	11	07	04
04	Dr. Ceena Paul	01	--	--
05	Dr. Vijiyalaxmi Koppiker	01	--	--
06	Dr. Rajesh Chheda	07	--	--
07	Dr. Hitesh Pandya	01	02	01
08	Dr. Manoj kumar Mishra	--	09	01
09	Smt. Geeta Patil	01	--	04
10	Shri Vinay Haware	04	--	03
11	Smt. Minakshi Dadrawala	01	01	--
12	Smt. Tamasha Acharya	--	02	--
13	Shri Sujit Chandak	01	01	01
14	Smt. Hemlata Mukane	03	01	13
15	Smt. Ponnuthai Easwaran	--	02	--
16	Smt. Sonia Rane	--	--	09
17	Smt. Rekha Samant	--	--	04
18	Smt. Shilpa Gangatirkar	--	--	01
19	Smt. Shubha Acharya	01	--	--

3.4.4 Provide details (if any) of

- * *research awards received by the faculty*
- * *recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally*
- * *incentives given to faculty for receiving state, national and international recognitions for research contributions.*

Ans: Awards, recognition and incentives received by faculty are listed below in Table No. 3.13-

Table No. 3.13 Awards, recognition and incentives received by faculty



Name of Faculty	Research Awards, Recognition received, Incentives for receiving recognition
Dr. Ranjana Mishra	Best Paper Award, Resource Person, Tashkent and Turkmenistan University and Indian Trade Chamber, Delhi
Dr. Rajesh Chheda	<ul style="list-style-type: none"> • Outstanding Research Contribution Award • Best Paper Presentation Award at National Commerce and Management Conference on "Financial Risk, Uncertainty and Strategic Management. A Global Perspective" • Best Paper Presentation Award at International Commerce and Management Conference on "Management Strategies In I.T Companies • Award For Outstanding Research Paper at International Commerce and Management Conference on "Global Recession Management Challenges And Strategies" "Management Strategies of Trade, Commerce and Industries in India, South Korea, China and U.S.A., Global Perspectives." "Emerging Issues In Global Economy, Commerce And Management; Challenges And Strategies For International Competitiveness" • Outstanding Research Contribution Award (Orca), At International Commerce And Management Conference On "Re-Inventing Trade, Commerce And Management In Global Scenario; Challenges And Opportunities" • Award For Presenting Research Paper At National Conference On Financial Frauds In India; Causes, Consequences & Measures
Name of Faculty	Research Awards, Recognition received, Incentives for receiving recognition
Mr. Prasanna Sonawane	Appreciation Certificate from Kotak Mahindra
Dr. Mahendra Guha	INS Hamla Samman, Trophy by ISN HAML A
Smt. Minakshi Dadrawala	Best Teacher Award, Y. C. M. O. University, Nasik
Smt. Hemlata Mukane	BHARAT SHIKSHA RATAN AWARD For excellence in the field of Health by Dr. G. V. Krishnamurthy, Sanshad Bhavan



	New Delhi
Dr. Varsha Patel	Award of The Best Paper Presentation at National Conference by Chetana Prachi psycho Cultural Research Association
Cpt. Nazia Sayyed	Best ANO Award In Maharashtra (NCC) 2008 Outstanding Performance In Maharashtra 2009 Detailed In RDC As Central Cultural Officer (Delhi) 2009 And 2010 (Two Years) Best ANO In Mumbai A Group 2010 Outstanding Performance In Mumbai A Group 2011.
Dr.Mitalee Shome	Rashtriya Gaurav Award

3.5 CONSULTANCY

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Ans: MDSMC follows three strategies for Institute –industry interface i.e. lectures, training, and placement.

The continued association with TCS, WIPRO, and L'OREAL are the outcome of such strategies. The programmes organized by these industries give exposure about the needs of the society and industry, insight into function and industrial environment to students through interaction. The stakeholders are given information regarding advertisement in various industries related to placement, internship and apprenticeship through Placement cell, notice board and e-mail. Enhance the competitiveness of the students in the employment market.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Ans: MDSMC encourages professional staff according to their potential and capabilities (CA, Computer experts and Psychologist) to engage in consultancy work. In staff meetings, general meetings and one to one meeting the available expertise are advocated. The college web-site and advertisement hoarding are also used for promotion of expertise and consultation services.

3.5.3 How does the institution encourage the staff to utilize their expertise and



available facilities for consultancy services?

Ans: MDSMC has a healthy policy of encouraging and promoting faculty to share their knowledge with students and staff. The institution has 3 CAs, 5 psychologists and 1 counselor working as faculty. The staff members are benefited by their services. Three faculty members are certified quality examiners for IMC and can be approached for consultancy in Quality. Working in an educational institute, there are several academicians who guide students and parents in their respective disciplines (in-house and outside college premises).

3.5.4 *List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.*

Ans: The broad areas and major consultancy services provided by the institution are as follows:

- ✚ C.A. consultancy
- ✚ Evaluators for RBNQA
- ✚ Computer Experts
- ✚ Psychologists and counselors

Additionally, academicians are consulted for various aspect of education. Some of the roles played by academicians at MDSMC as consultants are -

- ✚ Resource persons
- ✚ Subject expert for interviews
- ✚ Key note speakers/ chair persons
- ✚ Consultants in banks, industries and institutions as subject experts.

3.5.5 *What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?*

Ans. A large number of teachers provide consultancy services. An independent and democratic atmosphere enables teachers to serve society and the college in equal measure. The institution does not expect any fixed amount as share for consultancy services offered since many a times the consultancy is free of cost. Many teachers donate generously to the cause of education in the form



of tuition fees, scholarships, awards, books and computers openly and anonymously.

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1 *How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?*

Ans. Grooming students to become good citizens, MDSMC has incorporated many activities and training programmes along with the teaching learning process –

- ✚ Values education through enrichment and foundation courses
- ✚ Leadership training to selected student leaders (GS, JS,CR, GR, HR, Discipline in-charge)
- ✚ Membership in NCC and NSS
- ✚ Training provided to represent Youth Parliament, Tejaswini/Personality Contests, University programmes
- ✚ Training in Disaster Management
- ✚ Participation in rallies and health awareness camps, blood donation camps, etc.

Such indebt training helps students in acquiring holistic development which is demonstrated in interactive activities institution-neighborhood-community like

- ✚ Ban Plastic drive in college and amongst shopkeepers in the vicinity
- ✚ Rally on World Heart Day in association with Suchak Hospital and Lions Club
- ✚ Street play for creating awareness on World population Day
- ✚ Adoption of Balwadis of Rajnipada and some tribal areas(educational and medical aid provided)
- ✚ ‘Alert Mumbaikar Abhiyan’ in collaboration with Mumbai Police by Disaster Management Cell of NSS.
- ✚ Prabhatpheri on Independence Day.
- ✚ Computer Literacy Survey and free Computer Training Institute in Agasi, Virar.
- ✚ Pulse Polio Abhiyan of BMC
- ✚ Annual “Tree Plantation” at Zilla Parishad School, Virar
- ✚ Beautification Project of B. J. Patel Road through painting of compound walls and campaigning the theme of “Save the Girl child” via slogans
- ✚ Sensitizing students towards senior citizens needs through SETU project



3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Ans. The mechanism to track student's involvement in various social movements and activities-

- ✚ Fixed number of forms for NSS and NCC membership at the entry level
- ✚ Departmental activities to sensitize students for community orientation.
- ✚ Recognition to students for their contribution in community service in the form certificates

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Ans. Feedback Evaluation Cell of PES oversees the feedback mechanism to solicit stakeholder (student and staff) perception on the overall performance and quality of the institution. These feedback forms are analyzed for improvements. Parent-Teacher meets enable two way interaction and communication of students' performance and institutional performance respectively. Peer audits of academic departments and support services by external educationists enables the IQAC to collect precise information on the overall performance and quality of the institution.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Ans. PES initiated PIE chart expects departments and support services to plan and implement extension and outreach programme on topical issues. The budgetary details for the last four years of major extension and outreach programmes and their impact on the overall development of the students are as follows (Table No. 3.14):

Table No. 3.14 Details of Extension/Outreach Programmes

Year	Money Spent in Rs.
2012-13	265250/-
2011-12	214552/-
2010-11	179480/-
2009-10	198450/-



The extension /outreach activities are carried out under various heads namely NSS, NCC, Arogyam Health Centre, and academic departments. Activities conducted by the academic departments vary in nature. Certain activities organised are –

- ✚ Visit to old age home, Orphanages, Halfway homes, MR schools, etc.
- ✚ Awareness Rallies to spread information on Eradication of Aids, Drug abuse; Clean Mumbai, Green Mumbai; Pollution control; Save Girl Child
- ✚ Traffic Control Training
- ✚ NSS camps in rural areas
- ✚ Training and lectures in community on subjects like Drug addiction, Health care and Nutrition.
- ✚ Blood Donation Camp in association with Cooper Hospital
- ✚ Rakhi Sale in association with Prayatna , NGO and Association for the Blind, NGO
- ✚ Survey on Diabetes and Blood Pressure at Hanuman Nagar , Kandivali (East)
- ✚ Programmes on Anti –feticide, Save the Girl child at Rajan Pada, Malad (West)
- ✚ Medical checkup camp and medicines given to Senior Citizens under SETU project.
- ✚ Street play- AIDS awareness, Feticide, Gynecological problems
- ✚ Workshop for senior citizens on health and motivation building

The impact of these activities is gradual. Over a period of three years the students develop an affinity with the community inspired by senior students and teachers. Students' involvement in such activities leads to the development of a worldly wise, knowledgeable and conscientious citizen.

3.6.5 *How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?*

Ans: The social consciousness of the top management percolates to the students and promotes participation of students and faculty in extension activities. The philanthropic attitude of the top management is seen in the establishment of this institution. Thereafter, the stakeholders recognizing the significance of the cause make efforts to imbibe the same culture in students. Actions in this



direction is as follows –

- ✚ Orientation of students to extension work
- ✚ Motivation building by teachers through talks, audio-visual medium and live examples of good leaders
- ✚ Recognition and incentives in the form of marks, certificates and prizes for participation
- ✚ Thematic activities taken up by the institution to involve major stakeholders (2012-2013- Year of Social Responsibility)
- ✚ Building linkages with national/International agencies
- ✚ Extension programmes adopted by all departments

Promotion and participation of faculty in extension activities is seen through -

- ✚ Orientation and Refresher courses in social work through TISS
- ✚ College policy of assigning responsible positions (NSS Programme Officers, Leader of Community Welfare Cell, Representative of Health Centre) in rotation (period of 3 years) to all faculty members.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

Ans: To ensure social justice and empower students from under –privileged and vulnerable sections of society MDSMC undertakes a wide range of activities

–

Activities to promote social justice:

- ✚ “Jagar Janivancha” -activities towards gender sensitization
- ✚ Rally against social issues
- ✚ Exhibition on Value education

Activities to promote empowerment:

- ✚ Astitva –Empowering students from underprivileged strata of the society
- ✚ Training in self-defense
- ✚ Entrepreneurial training



3.6.7 *Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.*

Ans: 'Learning to Learn' is an important outcome of all MDSMC endeavors initiated for students through extension activities. The complementary academic learning acquired through various outreach activities. It is seen in tangible and intangible benefits gained by the students. Some of them are listed in Table No. 3.15

Table No. 3.15 Values and skills gained by students

Tangible Benefits	Intangible Benefits
Recognition	Reduced resistance to change
Training	Increased participation in decision making
Teamwork	Increase in commitment
Leadership.	Enhancing self esteem among students
Integrity and	Positive relationship
Ethics	Sense of belongingness
Inculcation of social responsibility	Feeling of acceptance
Sensitivity towards fellow citizens	Wellbeing and emotional security

3.6.8 *How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?*

Ans: MSDC reaches out to the locals and community in the vicinity through its extension activities such as –

- ✚ Moti Pustakalay is a public library (separate from the central library) run by the institution for localities
- ✚ The management runs a 'Janseva NGO' wherein four projects are run for community involving students and the community
- ✚ Students from neighboring schools were invited to partake of the Value Education exhibition.
- ✚ Workshops and health camps were organised for senior citizens under the SETU project. Involving police officials in the programme helped to



disseminate information on rights of senior citizens to live with dignity and respect.

- ✚ MDSMC involved students in planning activities for Gender Equality. The suggestion of students to enlighten their family members on the issue led to a workshop on ‘Educating Families on Gender Equality’ with family members participating, opining and deliberating on the issue.
- ✚ Sensitizing students to the needs of mentally challenged children by creating an opportunity for interaction
- ✚ Promotion and sale of articles (Rakhis, diyas) prepared by disadvantaged community members in the college premises
- ✚ Series of community work attracted philanthropists in community to monetarily support the road beautification project leading to recognition from the local authorities (BMC).

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

Ans: Constructive relationships forged by MDSMC in various capacities for outreach and extension activities are seen in Table No. 3.16-

Table No. 3.16 Institutional Constructive relationship

Agency	Activities
BMC	Pulse Polio rally, literacy camp, cleanliness drives, tree plantation
Janseva NGO	Awareness drives on Health and hygiene
MARG	Motivational activities for youth in community
THRED NGO	Intergenerational interaction
Mumbai police	Traffic control during festivals, disaster management
Cooper Hospital	Bi- annual Blood donation camp

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

Ans: Awards and recognitions received by MDSMC for services in the area of extension activities are as follows –

- ✚ Two Trophies from Government of Maharashtra and cash prize of Rs.2.5 lakhs for ‘Jagar Janivancha’ project, activities for Gender sensitization among stakeholders of the institution (2012-13)



- ✚ Letter of appreciation from BMC for beautification of adjoining road to the college(2012-13)
- ✚ University banner for Best NCC unit in the University (2010-11)
- ✚ Faculty member Hema Mukane was awarded with the Bharat Shikha Award for services in the field of Health

3.7 COLLABORATION

3.7.1 *How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.*

Ans. MDSMC encourages research activities among faculty and students. The central library has institutional membership with American Library and British Council Library. It has also ILL system with SNDT University and Mumbai University.

3.7.2 *Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.*

Ans: The self finance courses of MDSMC have linkages and collaborations with industrial and business units for academic gain, career guidance and placement (Table No. 3.17 A, B, C) –

Table No. 3.17(A) Linkages and Collaborations

Academic Gain	Career guidance	Placement
Arena multimedia	Everon	M.I.C.M.
Applitech	NIIT	Innovator web Solution
Business Line	Red Circle Oracle	Chrysolite Media
Innovator Website	Aptech	Ashish Travels
	Aspiring Minds	J. P. Morgan

The main contribution of this collaboration to the development of the institution is –

- ✚ Enriching the Teaching-Learning process with practical aspects of business.
- ✚ Acquiring practical training and exposure through Industrial visits
- ✚ Organizing seminars, workshops, and training programmes



- ✚ Initiating Short term and value added courses to equip students with professional attitude
- ✚ Creating awareness about ailing industries
- ✚ Facilitating campus interview

Apart from the above mentioned collaborations the Arts and Commerce faculty of MDSMC have developed linkages with-(Table No. 3.17 B)

Table No. 3.17(B)-Linkages developed by Arts and Commerce College

Collaborative Bodies	Benefits
BMC, Rotary Club, JAAG, Indian Numismatic Centre for Research	Curriculum development, Practical application in different situations
JAAG, MARG, Prayatna, MSEC, BMC, Cama Hospital, AgasiCiramPanchayat, Dagra School	Extension services
Bombay Sarvoday Mandal, Khadi Gram Udyog, Brahmakumaris, Kora Kendra	Value Education and character building, Entrepreneurial training
MARG	Consultancy

Linkages and collaborations of MDSMC with National and International Institutions- (Table No. 3.17-C)

Table No. 3.17 C- Linkages with National and International Institutions

National /International institutes	Contribution to the development
NCQM	Quality Tools for the for effective functioning of the institution
RBNQA	Quality Model to improve the processes and systems
MOP Vaishnav College, Chennai	Organized seminars on Media
Dowling College, Iona College, University of PanAmerica	Leadership Training Series using Blackboard Technology
Denmark	Cultural exchange programme

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

Ans: Certain constructive changes seen as an outcome of the industry-institution-community interaction are –



- ✚ Facelift of a classroom into a laboratory for training students by L’Oreal Cosmetic firm
- ✚ Collaborative construction of drinking water facilities by Lions Rotary Club
- ✚ Technological support by developing a software ‘Computer Assisted Learning Solutions (CALs)’ for use of students by Raj Computer Academy
- ✚ Initiating a Self Defense Certificate Course for girls (open to community) in association with Government of Maharashtra (IPS)

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

Ans: National and international conferences/seminars organized by MDSMC inviting eminent research scholars, scientists are (Table No. 3.18) –

Table No. 3.18 Eminent Invitees at international events

Year	Event	Invitees (scientists/subject experts /participants)
2009-10	International Conference on Quality Assurance in Higher Education	Dr. John Manley,
2010-11	International Conference on Innovation in Higher Education	Dr. Hardik Vachchrajani
2011-12	National Seminar on Local History of Mumbai	Dr. M D David, Professor at Mumbai University; Dr. Madhu Rajput, Professor, Lucknow University; Dr.Labg, Professor, Jammu & Kashmir University; Dr. Niharika from JNU
2012-13	<ul style="list-style-type: none"> • Student Culture Exchange programme between Denmark and MDSMC (“Venscab”) • Relevance of Science in History • Importance of Education system in Denmark • Impact of Globalization on Economy 	<p>Ms. Diea, Ms. Anne – Faculty form Denmark</p> <p>Dr. Sanjeeb R Mishra –Nuclear Scientist, Fermilab-Chicago Dr. Birthe – Faculty from Copenhagen College</p> <p>Dr. Gulnar Gilberg, Faculty from Sweden</p>

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or



facilitated -

- a) *Curriculum development/enrichment*
- b) *Internship/ On-the-job training*
- c) *Summer placement*
- d) *Faculty exchange and professional development*
- e) *Research*
- f) *Consultancy*
- g) *Extension*
- h) *Publication*
- i) *Student Placement*
- j) *Twinning programmes*
- k) *Introduction of new courses*
- l) *Student exchange*
- m) *Any other*

Ans. The areas in which linkages/collaborations have resulted in formal MoUs and agreements are listed below (Table No.3.19) –

Table No. 3.19 Benefits of linkages/collaborations

Areas	Institutions/Industries	Activities	Beneficiaries
Curriculum development/Enrichment	MICM	Value added courses were designed and introduced	120
	All India Human Rights and Citizen Option	Seminar	100
Internship /On-the-job training	Innovator Web Solution,	Project Training	120
Student Placement	MICM, Innovator Web Solution	Job Placement	25
	Business Line	Job Placement	15
Any other	National Centre for Quality Management	Seminars and workshops on Quality Tools	200

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

Ans: MDSMC encourages collaborative endeavors. Outside agencies after preliminary contact are invited to present their service and/or expertise to a



target group. Depending on the value and benefit achieved by the target group, the faculty and department decide on drawing up a formal MOU. In cases where industries/institutions approach MDSMC precise information about them is sought and decision about developing a linkage is taken.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

Ans: MDSMC initiated a project called “Astitiva” where 100 students from the college belonging to socially and economically underprivileged society were selected with consent of parents. The aim of the project was the holistic development of the students whereby they are trained in social skills, soft skills and entrepreneurial skills for a period of 3 years. The training sessions were held on Sundays, holidays and after college hours.

The purpose of the training was to build confidence in the students, develop self-reliance and work at different nodal centers in the community. The knowledge gained during the training sessions were imparted to community members at nodal centers. Astitva has entered the third cycle of training programme.



CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Ans: In order to create and enhance infrastructure that facilitates effective teaching and learning the policy of the institution is -

- ✚ Scan the contemporary educational environment in order to learn and implement the new developments for improvement in the teaching - learning mechanism
- ✚ Take cognizance of the feedback of the stakeholders as regard their requirement for effective teaching and learning
- ✚ Implement the suggestions put forward by the structural internal and external auditors and the governing bodies

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Ans: MDSMC has the following facilities available for Curricular, co-curricular and Extra–curricular activities are listed in Table No. 4.1-

Table No. 4.1 Infrastructural Facilities at MDSMC

Facility	Description
Class Rooms	<ul style="list-style-type: none">• 33 classrooms for teaching under-graduate courses (Arts and Commerce)• 9 class rooms for professional course (BMS & BCA, BMM, BAFI)• 6 Classrooms for PG classes
Computer Facility	<ul style="list-style-type: none">• A Separate computer room consisting of 10 computers is created for the faculty and the computers are allotted



	<p>department wise. The computers are provided with internet facility it is also attached with the printer.</p> <ul style="list-style-type: none"> • Three computer laboratories (app 1500sq feet)with 120 computers are available for Self-finance courses and MCVC section
Audio-Visual Aids	<ul style="list-style-type: none"> • 5 Laptops • 6 LCD projectors • 1 digital camera • 1 Sony handy cam • 5 microphones • 2 micro Processor SMPS • 2 micro processors • 1 DVD player • 2 Scanners <ul style="list-style-type: none"> • 1 external USB Hard Disk (500 GB) • 1 Colour T.V • 1 Inverter Load (APC) • 1 OHP Projector • 2 external DVD writer • Two special multipurpose printing cum photocopying machine with scanner facility • 4 printers (HP 1020)
Facilities for Students	<ul style="list-style-type: none"> • College Library has installed 7 computers equipped with Internet facility and the service is provided free of cost • Reading room for the students with a seating capacity of 190 students • Water Cooler on each floor and water cooler on the grounds • Canteen • Common Room • Vehicle parking area • Gymnasium • Provision for Indoor and Outdoor games • Major national and regional dailies • 6 Toilets on each floor • Co-operative store
Facilities for the Staff	<ul style="list-style-type: none"> • The college library has separate reading cabins for the faculty • AC Staff Rooms both for professional and vanilla courses • Separate lockers available for each staff • Separate changing room with locker facility for class IV employees • Vehicle parking area



	<ul style="list-style-type: none"> • Canteen • Water cooler • Gymnasium • Major national and regional dailies • Provision for Indoor and Outdoor games • Co-operative store
Public Library	Public library (Moti Pustakalay) is available within the campus for the enrolled members and it is run and managed by the trust managing MDSMC
Dedicated Rooms	<ul style="list-style-type: none"> • NCC Room equipped with computer, intercom / telephone, storage and notice board. • NSS Room with storage facility • Health cell (Arogyam) with medical equipments like weighing machine, stretcher, glucometer, B.P Instrument, well equipped first-aid box and storage facility • Sports room with the following equipments-1 table tennis table, 4 cricket sets, 150 badminton rackets, 10 chess boards, 15 volleyballs and 2 volleyball nets with poles, 15 carrom boards, Boxing equipments • IQAC cabin outfitted with storage & computer with internet facility • Supervisors room with public address system, intercom and storage facility • Documents Room with adequate storage capacity created with application of 5S
Laboratory	<ul style="list-style-type: none"> • Psychology Laboratory equipped with instruments for performing experiments • Music room with instruments and music system • Separate Laboratory for Fashion Designing and Food Science with necessary equipments
Audio-visual room	An air-conditioned audio-visual room of 800 sq feet is available and equipped with a Laptop, projector, sound system
College Auditorium	<p>An air-conditioned auditorium is available with a seating capacity of two hundred people and equipped with</p> <ul style="list-style-type: none"> • laptop • projector • multiple microphones



	<ul style="list-style-type: none"> • Sound system • slide projector • required stage amenities
Book Bank facility	Storage space available for the book bank
Gymnasium	<p>Gymnasium with a built-up area of 263 sq meters and a trainer is available for the students after their college hours.</p> <ul style="list-style-type: none"> • Walker • Arm Pulley • Gym Cycle • Moon Bench • Multipurpose Bench, and Twister • Dumbbell Sets • Weight Plates
College Ground	<p>Two Grounds measuring</p> <ul style="list-style-type: none"> • 19,866sq.ft. (Approximately) • 7,825sq.ft. (Approximately) <p>The grounds are equipped for Kabaddi , Kho-kho, Volleyball, Rope Malkhamb</p>
Security and Fire Fighting	<ul style="list-style-type: none"> • 67 CCTVs installed at various strategic points within the campus • Private Security Guards appointed • Fire Extinguishers installed at every floor • Four exit routes • The main building has two staircases which open at two different exits
Administrative Office	<p>Administrative offices exist for</p> <ul style="list-style-type: none"> • Under-graduate courses (Arts and Commerce) • Professional course (BMS & BCA, BMM, BAFI) • Post Graduate courses • MCVC • Vocational course

4.1.3 *How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).*



Ans: The College committee of MDSMC comprising of the Management members, Principal, Supervisors and Faculty representatives envisage, plans and implements and monitors the physical requirements of the institution. They also ensure optimally utilization of the classrooms. Table no 4.2 (A, B) provides the detail of the additional facilities augmented and the amount spent in the last four years.

Table No 4.2(A) - Additional Facilities Augmented during 2009-13 and the Amount Spent

YEAR	NAME OF ARTICLE	QUANTITY	PRICE(Rs.)
2009	SQL server(Library)	1	29338/-
2009	Computer (10 staffroom+1 library)	11	373927/-
2009	Maintaining equipments	8	25336/-
2009	Data (aid reliance-UGC network)	1	4051/-
2010	Laser printer-office	1	29999/-
2010	49"LCD TV Principal cabin	1	52500/-
2010	Computers	3	95429/-
2010	Computers Core 2 Duo	17	3,57,000/-
2011	LCD Projector	1	44718/-
2011	Canon – Photo Copier Machine	1	146738/-
2011	Projector screen	1	5000/-
2011	Sony handi cam	1	41500/-
2011	LCD projector (RRS)	1	37463/-
2011	Laptop (RRS)	1	21263/-
2011	LCD Projector	1	37,500/-
2011	Computers	13	7,29,540/-
2011	All in One	3	79,380/-
2011	Laptop	1	21,263/-
2011	Scanner	1	3,975/-
2011	Printer (H.P.1020)	1	6,090/-
2011	Server for new Laboratory	1	45,500/-
2011	External Hard Disk	1	5,000/-
2012	Tablet	1	31243/-
	projector	1	
2013	IBM SERVER 3650M4	1	241442/-
2013	Hp All In ONE Leaser Printer	1	47774/-
2013	All in One	1	30,240/-



Finances utilized during the past 4 years for repairs, furniture and equipments are given in Table No. 4.2(B) -

Table No. 4.2(B) Finances Utilized Under Different Heads

Expenditure at college level	2008-09	2009-10	2010-11	2011-2012
Repairs	457454	348945	506174	280962
Furniture	13312	-	10857	84550
Equipment	205608	7795	160593	103746

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Ans: The entrance has a ramp to support mobility of differently-abled students. Additionally these students are handled with a humane touch and provisions are made to shift classrooms to the ground floor during teaching and examination days.

4.1.5 Give details on the residential facility and various provisions available within them.

Ans: MDSMC is easily accessible to local students who form the majority of the student population in the institution. The need for a residential facility has not been voiced by the students.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Ans: To create awareness and cater to the health related issues of the students at MDSMC, a health cell- Aarogyam has been created. The cell organizes action and awareness oriented activities for the benefit of the students and the staff-

- ✚ Free Medical Checkups for students for various parameters like Thalessemia, Dental issues, eye-checkup, skin care etc.
- ✚ Free distribution of medicine for anemic students
- ✚ Counseling by experts to Thalessemia Minor students and parents
- ✚ Informative Guest lectures on health and environmental issues-healthy eating behavior, stem cell preservation, detection of early cancer, dental care, skin care, menstrual cycle and reproductive system , women and health problem



- ✚ Annual health check up for the staff
- ✚ Competitions organized for creating awareness on health and environmental issues-Chart preparation, Collage, display of medicinal plants, etc.
- ✚ Visits organized to community for creating awareness about health related issues and ‘save the girl child’
- ✚ Staging a street play to create awareness on issues regarding Health of Women
- ✚ Dissemination of health related topics through an updated display board
- ✚ Appointment of Health Representatives in each class for better communication of information and active participation in thematic awareness of health issues

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Ans: The facilities listed in Table No. 4.1 are common facilities available on the campus. Administrative offices, laboratories and staff room are used by specific group of stakeholders.

4.2 LIBRARY AS A LEARNING RESOURCE

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Ans: The library advisory committee comprises of Principal, Supervisors, Head of the Departments, Convener of Educational Excellence and Leadership Cell and student representatives. This team works as a facilitator and liaison between the readers and the library. The team meets biannually to plan and review the functioning, up gradation and replenishing of the library. The initiatives taken by the committee to render the library student/user friendly are -

- ✚ Adoption of SOUL
- ✚ Soft Copy of Past Years Question Papers
- ✚ Installation of Computer enabled with internet facility for students
- ✚ Agronomics suited chair and desk
- ✚ Bar-coding facility



4.2.2 Provide details of the following:

- * *Total area of the library (in sq meters)*
- * *Total seating capacity*
- * *Working hours (on working days, on holidays, before examination days, during examination days, during vacation)*
- * *Layout of the library(individual reading carrels lounge area for browsing and relaxed reading ,IT zone for accessing e-resources)*

Ans: Library details are as follows (Table No 4.3) –

Table No. 4.3 Library infrastructural Details

Heads	Details
Total area of the library (in sq meters)	4135.5 (sq meters)
Total seating capacity	200 students
Working hours (on working days, on holidays, before examination days, during examination days, during vacation)	7.00 am to 5.30 pm (on week days)
Layout of the library (individual reading carrels lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	(Layout of library is attached at the end of Criteria IV)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Ans: The details of amount spent on procuring new books, journals and e-resources during the last four years are given in table No 4.4.

Table No 4.4 – Amount Spent On Procuring New Books, Journals and E-Resources during 2009-2013

Year	Library holdings	Text books	Reference Books	Journals/ Periodicals	e-resources	Any other (specify)
2009-10	No.	781	95		-	-
	Total Cost	203597	43606		-	-
2010-11	No.	616	201	6	-	-
	Total Cost	217554	75808	8085	-	-
2011-12	No.	587	71	10	*N-List	-
	Total Cost	208041	41516	22014	5000	-
2012-13	No.	558	152	9	*a)N-List b)SNDT online subscription	-



Total Cost	189144	84968	10975	a)N-List – Rs. 5000/-	-
				b)SNDT online subscription Rs.100/- per student	

(*N-List consortia developed and managed by Inflibnet)

The library also provides the facility of online subscription from SNDT university library for students and Faculty.

4.2.4 Provide details on the ICT and other tools deployed to provide minimum access to the library collection

- * **OPAC**
- * **Electronic Resource Management package for E-journals**
- * **Federated searching tools to sear articles in multiple database**
- * **Library website**
- * **In-house/ remote access to e-publication**
- * **Library Automation**
- * **Total number of computers for public access**
- * **Total number of printers for public access**
- * **Internet band width/speed 2mbps**
- * **Institutional Repository –Content management system for e-learning**
- * **Participation in Resource sharing networks/ consortia (like IINFLIBNET)**

Ans: Details on the ICT and other tools deployed to provide minimum access to the library collection are (Table No.4.5) –

Table No.4.5 Details on ICT and other tools deployed in the Library

ICT and other tools	Details
OPAC	Yes
Electronic Resource Management package for E-journals	Accessible from SNDT University Library
Federated searching tools to sear articles in multiple database	Yes
Library website	Central College website
In-house/ remote access to e-publication	Yes
Library Automation	Yes
Total number of computers for public access	10 computers
Total number of printers for public access	02 printers
Internet band width/speed <input type="checkbox"/> 2mbps <input type="checkbox"/> 10 mbps <input type="checkbox"/> 1 gb (GB)	1.5mbps – 1/1 Unlimited
Institutional Repository	1 Mbps
Content management system for e-learning	Yes
Participation in Resource sharing networks/ consortia (like IINFLIBNET)	Yes



4.2.5 Provide details on the following items:

- * *Average number of walk-inns*
- * *Average number of books issued/returned*
- * *Ratio of library books to students enrolled*
- * *Average number of books added last three years*
- * *Average number of login to OPAC*
- * *Average number of login to e-resources*
- * *Average number of e-resources downloaded and printed*
- * *Number of information literacy training organized*
- * *Details of ‘weeding out’ of books and materials*

Ans: Details on library usage are provided in Table No 4.6-

Table No.4.6 Library Usage Data

Library usage	Details
Average number of walk-inns	700 to 900 per day
Average number of books issued/returned	150-200 per day
Ratio of library books to students enrolled	1:12
Average number of books added last three years	as shown in the Table No 4.4
Average number of login to OPAC	150-200 per day
Average number of login to e-resources	100 per month
Average number of e-resources downloaded and printed	25
Number of information literacy training organized	35 annually
Details of ‘weeding out’ of books and materials	Books which are not usable are weeded out annually

4.2.6 Give details of the specialized services provided by the library

- * *Manuscripts*
- * *Reference*
- * *Reprography*
- * *ILL (Inter Library Loan Service)*
- * *Information deployment and notification (Information Deployment and Notification)*
- * *Download*
- * *Printing*



- * *Reading list/ Bibliography compilation*
- * *In-house/remote access to e-resources*
- * *User Orientation and awareness*
- * *Assistance in searching Databases*
- * *INFLIBNET/IUC facilities*

Ans: The library at MDSMC provides the following specialized services for the staff and students (Table NO.4.7)-

Table No 4.7 Specialized services offered by the Library

Specialized services	Details
Manuscripts	Nil
Reference	The reference queries of the readers and faculty including the research students are effectively handled by the Library staff. The facility is also extends to teachers/ students working/ studying in other institutions
Reprography	The reprography service is provided to the readers.
ILL	The Library caters ILL service from Universities libraries, Libraries of national importance like IGIDR, AIC, BCL, and colleges
Information deployment and notification	This is delivered via e-mail and posting relevant information
Download	The Internet facility is given to the readers and they are free to download educational materials.
Printing	Printing service is facilitated to the faculty and students.
Reading list/bibliography completion	The bibliographic service is catered on-request, to the faculty and students. The faculty and students can also refer to the bibliography by using the Online Public Access Catalogue (OPAC).
In-house/remote access to e-resources	The remote access to e-resources through INFLIBNET's N-LIST database and SNTD online subscription is provided to the faculty and students.
User orientation and awareness	The Library conducts User Orientation to the students every year.
Assistance in searching database	The Library staff assists the faculty and students in effectively accessing the e-resources.
INFLIBNET/IUC facilities	The Library has subscribed to N-LIST database, SNTD online subscription



In addition to Book Bank facilities where text books are provided certain departments like Psychology, English, Marathi, Gujarati also have their individual departmental libraries where the students and staff members can source more reference material on their courses.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Ans: The college library provides the following support to the students-

- ✚ Orientation on the usage of Library
- ✚ Display of latest books/journals
- ✚ Open book access
- ✚ Free Internet facility
- ✚ Reading room
- ✚ Book exhibitions by publishing houses

The college library provides following support to the teachers

- ✚ ILL
- ✚ 15 Books can be issued at a time to teachers
- ✚ Free Internet facility
- ✚ Book exhibitions by publishing houses
- ✚ Downloading and printing Facility
- ✚ Open book access
- ✚ Cabins for reading

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Ans: Differently-abled students are handled with a humane touch and necessary support is extended by the library staff.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Ans: The functioning of the central library is monitored by Educational Excellence and Leadership Cell. MDSMC operates through Performance Excellence System under which there is a Feedback and Evaluation Cell which collects feedback from all the stakeholders on varied issues affecting them. One of the issues for which feedback is collected from the stakeholders is the performance of the library. The library feedback is passed on to the Educational Excellence and Leadership Cell which in consultation with Library Committee acts on the voice of the stakeholders. On the basis of some of the feedback received the Library has initiated the following steps-



- ✚ Introducing surfing and downloading facility for the students in the library
- ✚ Open access system for students
- ✚ Uploading of yesteryear question papers in the computers available in the library as well on the college website
- ✚ Introducing a barcode single card for availing all the facilities in the library

4.3 IT INFRASTRUCTURE

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- *Number of computers with Configuration (provide actual number with exact configuration of each available system)*
- *Computer-student ratio*
- *Stand alone facility*
- *LAN facility*
- *Wifi facility*
- *Licensed software*
- *Number of nodes/ computers with Internet facility*
- *Any other*

Ans: The details regarding the IT Infrastructure available at the institution are (Table No 4.8.1)–

Table No 4.8.1 IT Infrastructures available at the institution

IT Infrastructure	Details
Number of computers with Configuration (provide actual number with exact configuration of each available system)	<ul style="list-style-type: none"> • 4 servers • 120 computers in computer labs • 10 computers in staff computer lab • 35 for administration • 10 computers for students in the library (Details of configuration are given after Table No. 4.8.2)
Computer-student ratio- batch wise	1:1
Stand alone facility	Available
LAN facility	100/1000
Wifi facility	Yes (Administrative purpose)
Licensed software	Microsoft Campus License, (All the Operating Systems / Servers OS / Office) Tally EPR-9 , ISM Language Software, Aruti Language Software, e-TDS, SDMS, SOUL.
Number of nodes/ computers with Internet facility	All



Table No 4.8.2 IT Infrastructures Detail Configuration of available systems-

Product	Qty	Configuration
Servers		
IBM 3650m4	1	Quad-Core Intel Xeon Processor 4-core Intel Xeon E5-2609 80W 2.4GHz/1066MHz/10MB, 300Gb SAS 10k rpm HDD x 4 pcs,32GB ECC DDR3 1333MHz LP RDIMM,IBM Server IBM Server AID 5 RAID 5 Upgrade
IBM SERVER	1	Intel Xeon 3Ghz, 300GBHDD, 4GB RAM
HP SERVER	1	HP ML:110,Intel Xeon 40GB HDD, 2 GB RAM
HP SERVER	1	HP ML:110G6,Intel Xeon1TB HDD, 4 GB RAM
HP SERVER	1	HP ML:150, Intel Xeon250MB RAM, 40 GB RAM
Desktops		
All in One	25	I3 & Dual Core - 4GB RAM, 500GB HDD, DVD, Keyboard-Mouse.
Lenovo	10	Dual Core Processor 2GB RAM, 160GB HDD, DVD, LCD, Keyboard-Mouse.
Lenovo	02	Dual Core Processor (60), Core 2 Duo (20) - 2GB RAM, 80GB HDD, DVD, LCD, Keyboard-Mouse.
Standalone	40	I3 Processor, 2GB RAM, 250GB HDD, DVD/RW, LCD, Keyboard-Mouse.
Standalone	80	Dual Core Processor (60), Core 2 Duo (20) - 2GB RAM, 80GB HDD, DVD, LCD, Keyboard-Mouse.
Standalone	18	Dual Core Processor 2GB RAM, 160GB HDD, DVD, LCD, Keyboard-Mouse.
Printers		
HP - All in One	1	HP LaserJet Pro 400 MFP M425dn
HP LaserJet	4	P2035d(2)/P2015/3015d
HP LaserJet	3	1020 Plus /1008 / 1007
Canon Laser Shot	1	LBP2900B
Epson Dot Matrix	1	FX2175
Scanner		
HP	3	HP SCANJET G2410 /
Photo Copier		
Canon	3	Image Runner – 2022 / 2025 / 2025

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?



Ans: Computer and internet facilities provided to students and staff -

- ✚ For students-College Library has installed 10 computers equipped with Internet facility and the service is provided free of cost
- ✚ For the staff -A Separate computer room consisting of 10 computers is created for the faculty and the computers are allotted department wise. The computers are provided with internet facility and printer.
- ✚ For administrative purposes/report writing/institutional presentations- Separate 10 computers with internet facility are provided to faculty (IQAC, Librarian, NCC, PG, Self-financed courses).

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Ans: The institution has plans to construct a new IT laboratory. There is a plan to convert most of the classrooms to smart classes in near future.

In last 4 years a new computer laboratory with financial assistance from our alumni was created, two photocopier were purchased, laptops, tab

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Ans: Details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers is listed in Table No. 4.9

Table No.4.9 provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers

Year	Annual budget in Rs.
2009-10	Rs. 425828/-
2010-11	Rs. 428328/-
2011-12	Rs. 491180/-
2012-13	Rs. 495162/-

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

Ans: Equipping students with 100 hours of computer training annually has made them conversant with the usage of computers. This training aids in power



point presentations, use of web media for reference, formation of Yahoo groups and online examinations.

Six days of ICT workshop organised for faculty in collaboration with Educational Technology department of SNTD Women's University helped develop their ability to access and utilize ICT resources. Teachers were exposed to use of resources like slidesharenet.com, Google apps, Hot Potatoes, Moodle, etc.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Ans: Computer literacy among students enables the faculty to assign independent learning tasks to students whereby the use of internet, Yahoo group communication, application of Google apps becomes a possibility. Objective tests through SMS, journal writing, report presentations, visual-verbal transfer projects and dissertations are few examples of computer usage in academics. Inclusion of online examinations as a mode of assessment also enabled use of computer knowledge. This modern approach to teaching-learning puts the student at the centre and transforms the role of the teacher to a facilitator in the teaching- learning process.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Ans: The institution is a registered member of N-List consortia developed and managed by Inflibnet and has SNTD online subscription.

4.4 MAINTENANCE OF CAMPUS FACILITIES

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?



Ans: Adequate physical facilities are provided on the College campus for facilitating teaching learning process. There is optimum use of the facilities available to maintain the quality of academic and other programmes on the campus. The management provides budget as per requirement. Miscellaneous maintenance is done by College. During the last 4years the institution has undertaken the following expenses.

Expenditure	2008-09	2009-10	2010-11	2011-12	2012-13
Building	15,44,934	848887	5172826	1214575	424701
Furniture			353700	1209130 cameras & computers	51581 camera
Computers	432652	177928	3275419	292654	802957
Equipment	205608	7795	160593	103746	289516

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Ans: MDSMC has annual maintenance contract (AMC) for maintenance of computers, photo copy machines, internal phone connections, psychology lab, music lab and firefighting equipments. The maintenance fund is created in order to cater to meet the maintenance requirement. Pest control is carried out on a regular basis.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Ans: Psychology, Music and Food and Technology departments at MDSMC have use of equipments. The calibration of the equipments used is done by the faculty/technicians at the beginning of the academic year. Stock registers are maintained by the departments.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Ans: The major steps taken for location, upkeep and maintenance of sensitive equipment are-

- ✚ Constant supply of water was a major problem at MDSMC during the summer months. To overcome this problem the institution installed Rain water harvesting mechanism in 2011-12 which has helped to combat the problem.



- ✚ For maintenance of electrical equipment like- computers, water coolers, water purifiers' air-conditions, photocopying machine AMC has been outsourced which maintenance these equipments regularly.
- ✚ To protect the computers from variation in temperature the computer labs have been air conditioned
- ✚ There is tripper on every floor to overcome the issue of voltage fluctuations

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Ans: The increasing use and application of technology in the field of education spurred the Technology Cell of PES to make teachers at MDSMC tech-savvy. A suggestion from the Cell to the Educational Technology Department of SNDT Women's University resulted in formulation of a 40 hour ICT training programme which benefitted teachers of several SNDT affiliated colleges including MDSMC.



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Ans- MDSMC publishes its updated prospectus annually. For self-financed and vocational courses, a separate prospectus each is published. The information provided in the prospects is given in table 5.1

Table 5.1 Information in Prospectus

- Certificate of Accreditation
- Information about Top Management
- Vision, Mission and Goals
- Academic Programmes
- About the University
- Eligibility criteria and pattern of examination
- Rules Of Examination
- Subject option details
- Fee Structure
- Self-financed courses
- Facilities to students
- Types Of Scholarships Awarded To Students
- Career Oriented Programmes
- University Rank holders

MDSMC ensures its commitment and accountability through committed work processes monitored by PES and students' feedback regarding the faculty, support services and efficiency of the courses.

5.1.2 Specify the type, number and amount of institutional scholarships, / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?



Ans: MDSMC offers various types of annual scholarships to students (governmental, institutional and others). Table 5.2A and B provides information regarding institutional and other scholarships offered to students. (Please refer to Table No. 5.3 for details on Governmental scholarship given to students.)

Table 5.2 (A) Details of Institutional Scholarships given annually to meritorious students

Category	Medium	Scholarship Amount
B.COM I,B.COM II,B.COM III	English, Gujarati	400
B.A I,B.A.II,B.A.III	Gujarati, Hindi and Marathi	400
Gujarati	Gujarati	251
Accountancy	English, Gujarati	150
D.C. Marathi (B.A. I , B.A. II, B.A. III)	Marathi	251
Marathi B.A.I	Marathi	251
Gujarati	Gujarati	251
Current Concerns	Gujarati and English	251
B.A.III	English and Gujarati	501
B.A.III	Gujarati	500
B.A.III	Gujarati	500
B.COM I English	English	500
C.C. English B.A.III	Gujarati	251
B.A.III		500
B. COM II. Gujarati	Gujarati	501
B.A.III, Economics	Gujarati	150
B.A.III English		500



Table 5.2 (B) Details of Financial Assistance Given by PTA

Year	Students Beneficiaries	Total
2009-2010	145	87,000
2010-2011	119	83,300
2011-2012	92	55,200
2012-2013	180	94,500

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

Ans: Financial assistance from governmental and other national agencies are listed in Table No. 5.3 -

Table 5.3 Details of Government Scholarships Given At MDSMC (2009 to 2013)

Scholarship	No. of students	Amount
Central Government Concession		
National Merit Scholarship	--	---
National Loan Scholarship	---	---
Government of India Scholarship to Backward Class Students	509	1995590
State Government Concessions		
Government Open Merit Scholarship	---	---
Government Open Merit Free Studentship	---	---
Free Studentship to economically backward class students	61	182170
Free Studentship to children of freedom fighters	---	---
Free Studentship to backward class students	17	24450
Free Studentship to children of primary teachers	30	27090
Free Studentship to children of secondary school teachers	31	21420
Educational concession to children of Defense service personnel (Jawans)	---	---
Scholarship for the physically handicapped	---	---
Total	648	2250720

5.1.4 What are the specific support services/facilities available for



- ✚ *Students from SC/ST, OBC and economically weaker sections*
- ✚ *Students with physical disabilities*
- ✚ *Overseas students*
- ✚ *Students to participate in various competitions/National and International*
- ✚ *Medical assistance to students: health centre, health insurance etc.*
- ✚ *Organizing coaching classes for competitive exams*
- ✚ *Skill development (spoken English, computer literacy etc.*
- ✚ *Support for slow learners*
- ✚ *Exposures of students to other institution of higher learning/ corporate/business house etc.*
- ✚ *Publication of student magazines*

Ans: The facilities available under the various categories are listed in Table No. 5.4 -

Table No. 5.4 Facilities available to students

Categories of students	Facilities
Students From SC / ST, OBC And Economically Weaker Sections	Scholarships and Financial Assistance
Students With Physical Disabilities	<ul style="list-style-type: none"> • Lectures and examinations held on the Ground Floor • Special rooms and writers provided to students during Examination. • Ramp at the entrance of the College to ease mobility • Extra Guidance in academics
Overseas Students	Recommendation Letter to students who seek to study abroad
Students participating in various competitions /	<ul style="list-style-type: none"> • Entire expense borne by MDSMC • Training provided by Faculty



national and international	<ul style="list-style-type: none"> • Equipments and attire as per the requirements • Flexibility in internal examinations and attendance • Extra Guidance in academics
Medical Assistance To Students: Health Centre, Health Insurance Etc.	<p>Arogyam health centre provides following medical assistance to students free of charge -</p> <ul style="list-style-type: none"> • Dental Check-up • Eye-Check-up • Anemia detection and medicine distribution • Thalessemia Check-Up and intervention strategies • Guidance by Health experts • Awareness Lectures on Cancer by Oncologists, Preservation of Stem Cells, etc. <p>Students Covered Under Group Accident Insurance</p>
Organizing Coaching Classes For Competitive Exams	Coaching for Competitive exams (Under UGC Merged Scheme)
Skill Development (Spoken English, Computer Literacy Etc.	<ul style="list-style-type: none"> • Remedial English Classes (UGC Merged Scheme) • Diploma Course in Functional English in collaboration with IGNOU • 100 hours Computer training • Enrichment Courses – Communication Skills, Life Skills, Yoga, Mathematics
Support For Slow Learners	<ul style="list-style-type: none"> • Extra coaching and Mentoring by Faculty • Student to student mentoring
Exposures of Students to Other Institution of Higher Learning / Corporate / Business House Etc.	<ul style="list-style-type: none"> • Industrial visits • Study tours and visits to different institutions (on subjects of relative concern to the syllabus)
Publication Of Student Magazines	<ul style="list-style-type: none"> • Media Snips - A Bi-Yearly Newsletter (BMM) • Bijankur–A Quarterly Magazine (BA Marathi)



5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Ans-The efforts undertaken by MDSMC to facilitate entrepreneurial skills among the students and their impact are given in Table No. 5.5-

Table No. 5.5 Facilitating Entrepreneurial skills in students

Efforts to facilitate entrepreneurial skills	Impact
UGC sponsored Entrepreneurship Development course (Certificate, Diploma and Advanced diploma course)	In the period between 2010 to 2013, 50 students completed Certificate, Diploma and Advanced diploma course
Entrepreneurship Training Programme	<ul style="list-style-type: none"> • Formation of DU’MARCHE, a budding group of student entrepreneurs • Hands on experience at commercial venues • Co-operative store in college
Entrepreneurship Expo	• Setting up stalls ranging from food items to cosmetic accessories and tattoo shops during College day celebration (five days)
Efforts to facilitate entrepreneurial skills	Impact
Workshops On Entrepreneurial Skills in collaboration with Khadi and Village Industries Commission Kora Kendra, Borivali	120 students every year
Course on Marketing Skills in	• 3 months extensive training course



collaboration with Khadi and Village Industries Commission Kora Kendra, Borivali where students are paid stipend of Rs 500 per month

• 40 students (in 2012-13) and 36 students (in 2013-14) have benefited from the course

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

*** additional academic support, flexibility in examinations**

*** special dietary requirements, sports uniform and materials**

*** any other**

Ans: The Human Resource Development Cell under PES believes in all round development of the students hence along with academics, additional support is given to participate in sports, games, Quiz competitions, debate and discussions, cultural activities etc. An 'Udaan-Talent Hunt' is organised at the beginning of each academic year to tap creative and intellectual potential amongst students through competitions. The selected students are further trained and promoted in the following ways-

- ✚ Professional coaches are invited to train participants in events like Malkhamb, Boxing, Cricket, Volleyball, Table Tennis etc.
- ✚ Nutritional Diet is provided to students during sports practice and other cultural activities.
- ✚ Sportswear is provided during tournaments.
- ✚ Professional help is arranged to train students for dance, music, theatre and fine arts activities. In addition for literary events training is provided by the faculty.
- ✚ Costumes, accessories, equipments and other paraphernalia are arranged to embellish the performance
- ✚ Travelling Allowances to participating students is provided.



- ✚ Leadership camps are arranged for students
- ✚ The participating students are given additional support to make up for loss of study hours through -
- ✚ Additional subject coaching by faculty.
- ✚ Flexibility in Internal Exams

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

Ans: To prepare students for appearing in various competitive exams the following programmes are arranged -

- ✚ **Workshop on how to prepare for NET/SET exam** conducted by Postgraduate Department
- ✚ **Workshop on Coaching for competitive exams** initiated under the UGC merged scheme in the year 2011-12. The coaching is provided every Sunday and a team of five experts drawn from various fields guide the students in respective areas.350 students have enrolled for the scheme till date.
- ✚ **Workshops on how to prepare for CAT exams-** Professional courses department of MDSMC conducts workshop for its students on how to prepare for CAT exams.
- ✚ **Academic Departments** – Various academic departments conduct workshops to train their respective students on how to prepare for competitive exams. Departments who have taken initiative in this respect are – English, Marathi, and History.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

Ans: The counseling services available at MDSMC are categorized into three groups-
Counseling by the faculty of the Department of Psychology, Career guidance



and Counseling cell and Family Counseling Centre.

- ✚ Personal counseling, guidance in vocational choice, and addressing academic concerns are some of the services provided by faculty members of the Department of Psychology
- ✚ **Career Guidance And Counseling Cell** initiated under UGC merged scheme offers services like arranging workshops for students on various aspects of life skill -study skill, anger management, self esteem, knowing oneself etc. b) Career guidance workshops by professional career guidance counselors c) personal counseling, d) career counseling.

The service is extended to the families of the students, community, and MDSMC staff members too. The cell also does referral to various professionals for e.g. psychiatrists.

- ✚ Central Government funded **Family Counseling Centre** is headed by a social worker and manned by clinical psychologists. The services offered by the centre are legal, social and personal counseling. The centre is open to students and community.

5.1.9 *Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).*

Ans: The Career Guidance and Placement Cell of MDSMC endeavors to provide career guidance, job oriented skills and employment opportunities to the students. The Placement Cell functions through the following process:

- ✚ Distribution of Forms for Placement opportunities
- ✚ Collection of the duly signed forms
- ✚ Screening of the employers and students
- ✚ Selecting students for suitable jobs
- ✚ Sending Students for Interview
- ✚ Obtaining feedback from the employer and the students



- ✚ Orientation and Exposure to the field of careers
- ✚ Workshops and Exhibitions on Career Guidance
- ✚ Maintaining Records

Collaboration and MOU

✚ The Cell in collaboration with outside agencies (Prafulta, Young Buzz) offers facilities like - Guiding students regarding career options related to their subjects; talks by professionals from different fields; mock interviews to train students; Workshops on ways to write a job application letter; Exhibitions on careers; talks by the alumni; campus interviews etc.

✚ An MOU has been signed between S.N.D.T. Women’s University and Tata Consultancy Services to train students of SNTD Women’s university in communication skills and personality development. As part of the project students of MDSMC are also trained. Up to now training has been provided to 240 students in four batches. Each batch comprises of sixty students drawn from third year degree course and Post –graduate studies. The training programme spans for twenty five days within the college premises. The candidates who have successfully completed hundred hours of training receive certificates issued by TCS. The outstanding student candidates are absorbed by TCS for employment.

Table No.5.6 MDSMC’s Job Placement Data

	2009-10	2010-11	2011-12	2012-13
Applications received	100	123	122	110
Candidates selected by employers	22	24	25	32

List of Employers-

- ✚ List of Employers who have conducted programmes in the college -
- ✚ **Wipro BPO** - Orientation, campus interview (telephonic and face-to-face) and selection of students



- ✚ **J P. Morgan** - Orientation, campus interview and selection of students
- ✚ **Live well Aviation Services** – Orientation, campus interview and interaction with parents of selected students
- ✚ **Ator healthcare Services** -campus interview and selection of students
- ✚ **Max New York Life Insurance** -Orientation, campus interview
- ✚ **Tarz Distribution India Private** -Orientation, campus interview and selection of students
- ✚ **Kaya Skin Clinic** -Orientation, campus interview and selection of students
- ✚ **Arihant Academy** - Orientation, campus interview and selection of students

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the reported and redressed during the last four years.

Ans: MDSMC has a grievance redressal cell. The Cell is headed by the Principal, and the other members of the cell are three faculty Representatives and one Student Representatives from each class .The student’s representatives collect the grievances from the fellow aggrieved students and forward them to the cell. The Meeting of the cell is held once in each semester and also when need arises. The broad agenda of the meeting is to discuss the grievances collected by the student representatives and take necessary steps to redress the grievances. The major complaints received from the students are generally regarding library, infrastructure and teaching-learning process. To cite an instance in 2010-11 the cell received a series of complaints on electrical equipments and hence the cell carried out an electrical audit of the premises and took necessary action on the basis of the report of the audit. (Details of the cell given in Criteria 7.2)The number of grievances recoeded and redressed are given in Table No. 5.7-

Table No. 5.7 Grievance Data

Academic Year	2008-09	2009-10	2010-11	2011-12
No of Grievances	15	12	12	9
No. of grievances redressed	13	12	10	9



5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Ans: Institutional provisions for resolving issues pertaining to sexual harassment-

- ✚ **Committee against Sexual harassment (CASH)** -This was established in 2009 with the objective of giving the students an organized platform for rendering their grievances about sexual harassment. The committee comprises Principal, Vice-principal, a faculty member and two student representatives. In addition to rendering the grievances the committee also organizes lectures to sensitize students on Gender –Issues
- ✚ **Camera** –For safety of students and staff the premises and surrounding of the college is under surveillance. 67 cameras are installed at strategic points.
- ✚ **Police patrol**- Police patrol of the premises and surrounding of the college at regular intervals.(six times a day)
- ✚ **Security Personnel**-To increase security within the premises security personnel has been appointed. A notable feature of the security personnel is that only women security personnel are appointed.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ans: An **anti-ragging committee** has been formed at MDSMC since 2007. It consists of Principal, Vice-principal, two faculty members (male and female), one administrative staff, a corporator, a social worker, police personnel and two student representatives. No instances of ragging have been reported at MDSMC.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Ans: The orbit of support services (Fig No. 2.1 in Criteria II) details the innumerable welfare schemes available to students–



- ✚ **Book Bank Facility**-Book Bank facility is made available to a large section of students at a nominal fee of Rs. 50. Under these facility students are provided four subject books to be kept for the entire semester.
 - ✚ **Financial assistance**- At MDSMC financial assistance is offered to economically backward students. The amount disbursed in this area during the last four years has been recorded in table No 5.2(B).
 - ✚ **Insurance**- Students pay Rs. 10/- per year for students' insurance and are insured upto one lakh under the Students' Safety Policy (Risk is covered for journey from home to college and back and field trips/study tour conducted by the college).
 - ✚ **Health Centre**-Arogyam health centre takes care of students' health by arranging for medical check-ups (Anemia, Thalessemia, Dental check-up, Eye check-up, etc). First aid is available on the premises. Doctor-on-call facility is available and the expenses for the same are borne by the institution.
 - ✚ **Earn while you learn**- Placement Cell works with the objective 'Earn and Learn'.
 - ✚ **Library and internet**- New age learning is facilitated through availability of free computer and internet services for students.
 - ✚ **Gymkhana**- Student can avail of the well-equipped gymkhana services on the premises complete with a trained instructor.
- In addition students are provided with facilities like counseling cell, canteen, railway concession, co-operative store, etc.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Ans: 'Maitree' Alumni Association office bearers chalk out yearly activities. The activities and contribution of the association are as follows-

- ✚ Inviting alumni to share their expertise through guest lectures by all departments every year, counseling talks, and recreation tours (bringing together past and present students).



- ✚ Alumni contributed Rs 15 lakhs for a new computer laboratory adjacent to the existing laboratory.
- ✚ Year of Alumni- The institution celebrated the year 2012-13 as the '*Year of the Alumni*'. Students' Council invited alumni as judge for various events held during "UDAAN" a Talent Hunt organized by the Council. Outstanding Alumni were also invited as Chief Guest on occasions such as Republic day, Prize distribution and Farewell function of the college. The grandiose of the Annual Day-cum-exhibition was accentuated with the presence of star achievers among the alumni. Academic departments also invited their past students to chair workshops, offer tips on preparation for exams, share information about their workplaces, etc.

5.2 STUDENT PROGRESSION

5.2.1 *Providing the percentage of students progressing to higher education or employment (for the last four batches highlight the trends observed).*

Ans: We largely cater to students who come from economically disadvantaged background for whom employment is the first priority after graduation. So a large number of students join the employment market immediately after graduation. Our students are from a traditional background where emphasis is put on early marriage. On account of these factors only a small portion of students join post graduation courses and a majority of these students join their alma mater for PG courses. The data of students who have joined higher education and who have been employed is provided in Table No-5.4

Table No- 5.4 Student Progression

Student progression	%			
	2009-10	2010-11	2011-12	2012-13
UG to PG	86+114	88+70	102+84	112+55
Employed				
✚ Campus selection	22	24	25	32



5.2.2 *Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.*

Ans: The programme wise pass percentage for the last four years is as follows:

Table No 5.5 Programme wise Comparative Pass Percentages

Year	Name of the college	BA	B.CO M	BMS	BCA	M.Co m	M.A. Hindi	M.A. Econo mics
2009-10	MDSMC	68.95	58.10	62	75	73.33	100	65
	College A	65.8	62.39	65	73.65	80.00	100	60
	College B	57	36.7	90	NA*	81	NA*	NA*
2010-11	MDSMC	73.33	53.89	98	90	59	100	75
	College A	72	65.78	95	89	68.45	100	74
	College B	66.46	55.28	99	NA*	97	NA*	NA*
2011-12	MDSMC	88.42	80.19	98.00	73.00	75.00	88.24	82.76
	College A	89.32	75.63	95.00	69.00	76.00	80.00	81.43
	College B	71.30	92.81	96.30	NA*	70	NA*	NA*
2012-13	MDSMC	89.45	85.55	96	93.61	88.00	83.33	78.13
	College A	80.64	79.68	95.43	90	86.54	84.33	78
	College B	75	89.97	98	NA*	82.69	NA*	NA*

(*NA- the Course is not available with the College)



5.2.3 *How does the institution facilitate student progression to higher level of education and/or towards employment?*

Ans: MDSMC takes initiatives to facilitate student progression to higher level of education and/or towards employment

A) The facilities offered by MDSMC to encourage the students for higher education are-

- ✚ Offer Post graduation courses (M.Com, MA in Hindi and MA in Economics) affiliated to SNDT Women's University.
- ✚ Offer Post graduation courses (MA in English, M.C.A. M.B.A.) affiliated to IGNOU
- ✚ Financial Assistance is also given to economically backward post graduate students.
- ✚ Counseling the degree college students on the usefulness and scope of post graduate learning.

B) The facilities offered by MDSMC to encourage the students towards Employment-

- ✚ Provide coaching for competitive exams, holding workshops for NET/SET
- ✚ Professional bodies hold training sessions for students in Communication Skills and Personality development
- ✚ Placement Cell organizes Campus interview, Career Counseling, Career Fairs, and Career development workshops
- ✚ Offering UGC sponsored different vocational courses with both elementary and advanced modules at undergraduate level. Along with the UGC sponsored course the management of the college has a vocational centre under which varied type of diploma and certificate courses in skill development are offered to students within the college campus
- ✚ Flexibility in attendance for working students



5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Ans: The initiatives undertaken by MDSMC to support students who are at risk of failure and drop out are as follows:

- ✚ Intensive coaching by Faculty, and student mentors
- ✚ Remedial classes
- ✚ Academic counseling by the Faculty and Counseling cell
- ✚ Discussing ward results with parents in the Parents Teachers Open House meeting
- ✚ Facilitate securing government Free ship
- ✚ Provision of Financial assistance to students who drop out due to economic problems

5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Ans: For holistic development of the students the various constituents of MDSMC organize a wide range of sports, cultural and other extracurricular activities.

- A) **Sports**-To give a boost to sporting activity among the students at MDSMC various outdoor and indoor events are available (Details are given in Table No 5.6 – A, B). Besides organizing competitions in these events, special coaching is also provided to students who are interested in participating in different competitions at the college, inter-collegiate and inter university level. In addition **Sports Day** is an annual feature.



Table No 5.6(A) Sports Activities at MDSMC

Outdoor games	Indoor games
<ul style="list-style-type: none"> • Volley ball • Hand ball • Cricket • Badminton • Boxing • Kho-Kho • Rope Malkham • Athletics 	<ul style="list-style-type: none"> • Chess • Table Tennis • Carrom

Table No. 5.6 (B) Student engagement in Inter-collegiate, Inter-university Sports Activities

	2008-09	2009-10	2010-11	2011-12
Athletics	20	15	--	--
Cricket	15	20	15	25
Kho-kho	14	18	20	10
Kabbadi	15	20	15	20
Malkhamb	8	6	6	4
Boxing	--	--	--	2
Chess & Carrom	6	6	8	3

B) Extra Curricular Activities – Extra-curricular activities of various kinds (Table No. 5.7-A) are organised annually and the students are encouraged to participate with peers from other colleges. Their participation is listed in Table No. 5.7 (B, C, and D)



Table No 5.7(A) Extra- curricular Activities at MDSMC

Literary Events	Fine Arts	Theater events	Music and Dance
<ul style="list-style-type: none"> •Essay Writing •Debate •Elocution •Self-composed poetry •What's the Good word •General Knowledge •Spin a Yarn 	<ul style="list-style-type: none"> •Essay Writing •Debate •Elocution •Self-composed poetry •What's the Good word •General Knowledge •Spin a Yarn 	<ul style="list-style-type: none"> •One Act Play •Skit •Street Play •Monoacting •Mimicry 	<ul style="list-style-type: none"> •Indian classical (Solo, Instrumental) •Light Music(Group) •Western Music(Solo and Group) •Dance(Solo and Group)

The Hindi, Marathi and Gujarati departments conduct intercollegiate events where students compete to win. Following is the list of trophies –

- ✚ Dave Smruti Chinnh
- ✚ K B Vyas Rotating Trophy
- ✚ Surajba Smruti Chinnh
- ✚ Dhirajben Chimanlal Gandhi Antar maha vidyalay Sambhashan

Table No. 5.7 (B) Student engagements in University level Extra-curricular Activities

	2008-09	2009-10	2010-11	2011-12	2012-13
Literary events	28	28	28	28	28
Fine Arts	09	09	07	07	09
Theatre events	34	33	34	34	34
Music	17	16	16	16	17
Dance	10	10	11	10	11



Table No. 5.7 (C) Student engagements in Inter-Collegiate Extra-curricular Activities

	2008-09	2009-10	2010-11	2011-12	2012-13
Literary events	71	19	33	19	69
Fine Arts	09	07	07	08	05
Theatre events	01	20	01	--	--
Music	11	01	01	02	--
Dance	12	12	01	02	01

Table No. 5.7 (D) Student engagements in College Extra-curricular Activities

	2008-09	2009-10	2010-11	2011-12	2012-13
Literary events	1450	1052	1108	551	599
Fine Arts	190	206	216	303	186
Theatre events	76	60	629	147	204
Music	73	85	71	114	164
Dance	41	30	42	43	64

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Ans: The details of the student's achievements in various activities at University level is given in Table No.5.7 A-

Table No 5.7- The student's achievements in cultural activities at University level

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Prizes won at University Regional level	11	13	22	20	11
Prizes won at University Finale level	08	09	06	07	03



Table No. 5.7 (B) Student Achievements in Inter-collegiate. Inter-university Sports Activities (Prizes / University Representation)

	2008-09	2009-10	2010-11	2011-12
Athletics	-/ 3	1 st Prize/ -	-/ -	-/ -
Cricket	2nd Prize / 5	2nd Prize / 6	2nd Prize / 4	2nd Prize / 4
Kho-kho	-/ 3	2nd Prize / 4	-/ -	-/ 1
Kabaddi	-/ 1	-/ -	-/ -	2nd Prize / 2
Malkhamb	2nd Prize / 3	2nd Prize / 5	1st Prize / 3	1St Prize / 4
Boxing	-/ -	-/ -	-/ -	1St Prize / 1
Chess & Carrom	-/1	-/-	3 rd Prize/1	-/-

Table No. 5.7 (D) Student Achievements in Inter-collegiate. Inter-university Extra-curricular Activities

	2008-09	2009-10	2010-11	2011-12	2012-13
Literary events	07	09	05	03	--
Fine Arts	03	03	04	06	--
Theatre events	03	02	05	--	--
Music / Dance	01	01	01	03	--

Special achievements bagged by the students in cultural activities at University level

- ✚ MDSMC won the First runner up trophy at the University regional Level in 2010-11
- ✚ MDSMC secured the First Place and won the trophy In Literary Events in 2010-11
- ✚ MDSMC won the first runner-up trophy at the University finale in 2011
- ✚ MDSMC won the trophy in Dance Competition in 2011-12.
- ✚ MDSMC won the trophy in Literary Events in 2013-14.



5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Ans. MDSMC has a systematic annual Feedback Mechanism which serves as a foundation for determining the voice of the students and stakeholders to improve the performance and quality of the institutional provisions. (Details provided in Table No.1.6)

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Ans. The initiatives by MDSMC to involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material is arranged in a number of ways. Training is provided by faculty and professionals to develop creative writing skills

- ✚ Innovative projects are given by the faculty to develop lateral thinking
- ✚ Marks are awarded to students who contribute in wall magazines
- ✚ Self-composed Poetry competitions, slogan, elocution, essay, debate etc. is held by Students' Council and individual departments to promote creative talent among students.

At MDSMC student's creativity is displayed in-

- ✚ Wall magazine maintained by departments and committees
- ✚ Spandan–The College magazine
- ✚ Media-Snips- Students Magazine by BMM Department
- ✚ Bijankur- Students Magazine by Marathi Department



5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Ans. MDSMC Students' Council comprises of elected class representatives from each class, two General Secretaries from Arts and Commerce, two joint secretaries from Arts and Commerce and General Secretary for Sports. The General Secretary and Joint Secretary are elected by the elected class representatives. The Students' Council activities are facilitated by Students' Council chairpersons (faculty).

The activities of the Students' Council are –

- ✚ Election of the class representatives and the Selection of the General Secretary and joint secretary.
- ✚ Talent Hunt –‘Udaan’ (the yearly festival) to tap creative talent in fine arts, literary events Theatre, music and drama.
- ✚ Winners of Udaan participate in intercollegiate and university level competitions.
- ✚ Celebration of National Days (15th August, 26th January and 2nd October)
- ✚ Every year theme based annual day is also celebrated
- ✚ Besides the council also organizes Friendship Day, Teachers' Day, Independence Day, Republic Day, Raas-Garba, Farewell for the third year students
- ✚ I-Quest (inter-college competition wherein 28 colleges participated) in 2011 an inter-college competition(15 competitions Wall Painting, T-Shirt Painting, Tattoo making, Power point presentation, Online Quiz, singing, Extempore, Dancing, and best Entrepreneur.)
- ✚ Funds of the Students' Council activities every year are collected from students i.e. Rs 200 out of which Rs 50/- is given to the University at the beginning of academic year. The remaining fund is utilized by Students' Council for above mentioned activities.



5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Ans: Most academic and administrative bodies at MDSMC have student representatives on them. The details of the various academic and administrative bodies which have student representatives are given in Table No. 5.8

Table No 5.8 Student Representatives in Academic and Administrative Bodies

Academic And Administrative Bodies	Student Representatives
Students' Council	The Council comprises elected Class Representatives from each Class, three General Secretaries from Arts, Commerce and Professional Courses. Two Joint Secretaries from Arts and Commerce and a General Secretary for Sports. The General Secretary and Joint Secretary are elected by the elected class representatives.
Department Association	All the three Posts -Secretary, Joint Secretary and Treasurer of Departmental Associations are held by Students
Aarogyam Health Centre	The Centre comprises three faculty representative and one student representative from each Class
Discipline Committee	The Committee comprises four faculty representatives and one Student Representative from each Class
Grievance Cell	The Cell comprises three faculty representatives and one student representative from each class
Anti-Ragging Committee	Two Student Representatives
IQAC	Two Student Representatives from Arts and Commerce



Notice Board Committee	From each department a class teacher and a group of students(Maximum 10 and minimum 07)
Library Committee	One student from Arts and Commerce each
Tour Committee	Principal, two in -charge teachers, Registrar and two students from each discipline

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Ans: To collaborate and network with the ex-students at the institutional level MDSMC has established an Alumni Association called Maitree Alumni Association. The institution celebrated the year 2012-13 as the *'Year of the Alumni'*.

The academic departments and NCC are also in touch with their respective alumnus and ex-faculty members. The activities conducted by the Alumni Association and the other departments for the benefit of the alumni are a) holding Alumni meet every year b) arranging picnics c) inviting the alumni for sharing their experiences for preparation of board exams d) arranging hiking expeditions e) organizing traditional day and f) Sharing of expertise in their respective fields.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Ans. MDSMC's noteworthy activities for student support and progression are as follows:

- A) "Venscab" - A noteworthy activity conducted at MDSMC was the Indo-Danish Student Cultural Exchange Programme between students of a Danish college and MDSMC. The college played host to 7 students and 2 teachers from Denmark. The activity began with a yoga learning session on Skype conducted by a student prior to the visit. During the visit the guests were treated to a panorama of Indian culture seen in celebration of festivals, cuisine



and hospitality. A glimpse of Indian heritage was tasted by the Danish group through a visit arranged by MDSMC to places of historical importance namely Kanheri Caves and Pagoda. NCC volunteers invited the Danish peers to rappel down the rocks at Kanheri Caves.

- B) To inculcate Gandhian values among students MDSMC organizes a Quiz competition based on Gandhi's autobiography in collaboration with Sarvodaya Mandal and Mani Bhawan, The book is sold to all students (9000 students from Junior and Degree) at subsidized rate .In academic year 2012-2013 two students from our college won gold and silver medals amongst the students who appeared for this exams from whole of Maharashtra.
- C) Two significant events during the last four years in addition to regular activities, which were conducted at MDSMC --

✚ **I-QUEST** an inter-college competition was organized in the year 2011. It had a wide range of events which included– Wall Painting, T-Shirt Painting, Tattoo painting, Ad mad show, street play, Power Point Presentation, Online Quiz, Singing, Extempore dancing, Best entrepreneur making. The competition received entries from twenty eight colleges.

✚ **Young Springs Season 1** - In 2012, students from the professional courses organized an Intra college fest **Young Springs Season 1** which provided a platform for participants to explore and portray their talents. The main aim of this event was to integrate students from both professional and traditional courses. A total of twenty eight competitions were organized with some competitions for teachers too.



D) MDSMC'S University Rank-Holders

Year	Merit position at the University
2008-09	<ul style="list-style-type: none"> • Highest marks in D.C. Psychology at University in B.A.III • Highest marks in D.C. Hindi at University in B.A.III • Highest marks in D.C. History at University in B.A.III
2009-10	<ul style="list-style-type: none"> • Highest marks in D.C. Economics at University in B.A.III • Highest marks in English Medium at University in B.A.III • Highest marks at University in B.A.III • Highest marks in B.C.A. at University
2010-11	<ul style="list-style-type: none"> • Highest marks in B.C.A. at University • Highest marks in B.M.S. at University
2011-12	<ul style="list-style-type: none"> • Highest marks in D.C. English at University in B.A.III • Highest marks in D.C. Hindi at University in B.A.III • Highest marks in D.C. Economics at University in B.A.III • Highest marks in B.C.A. at University • Highest marks in B.M.S. at University
2012-13	<ul style="list-style-type: none"> • Highest marks in D.C. Economics at University in B.A.III • Highest marks in D.C. English at University in B.A.III • Highest marks in D.C. Hindi at University in B.A.III • Highest marks in B.C.A. at University



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.

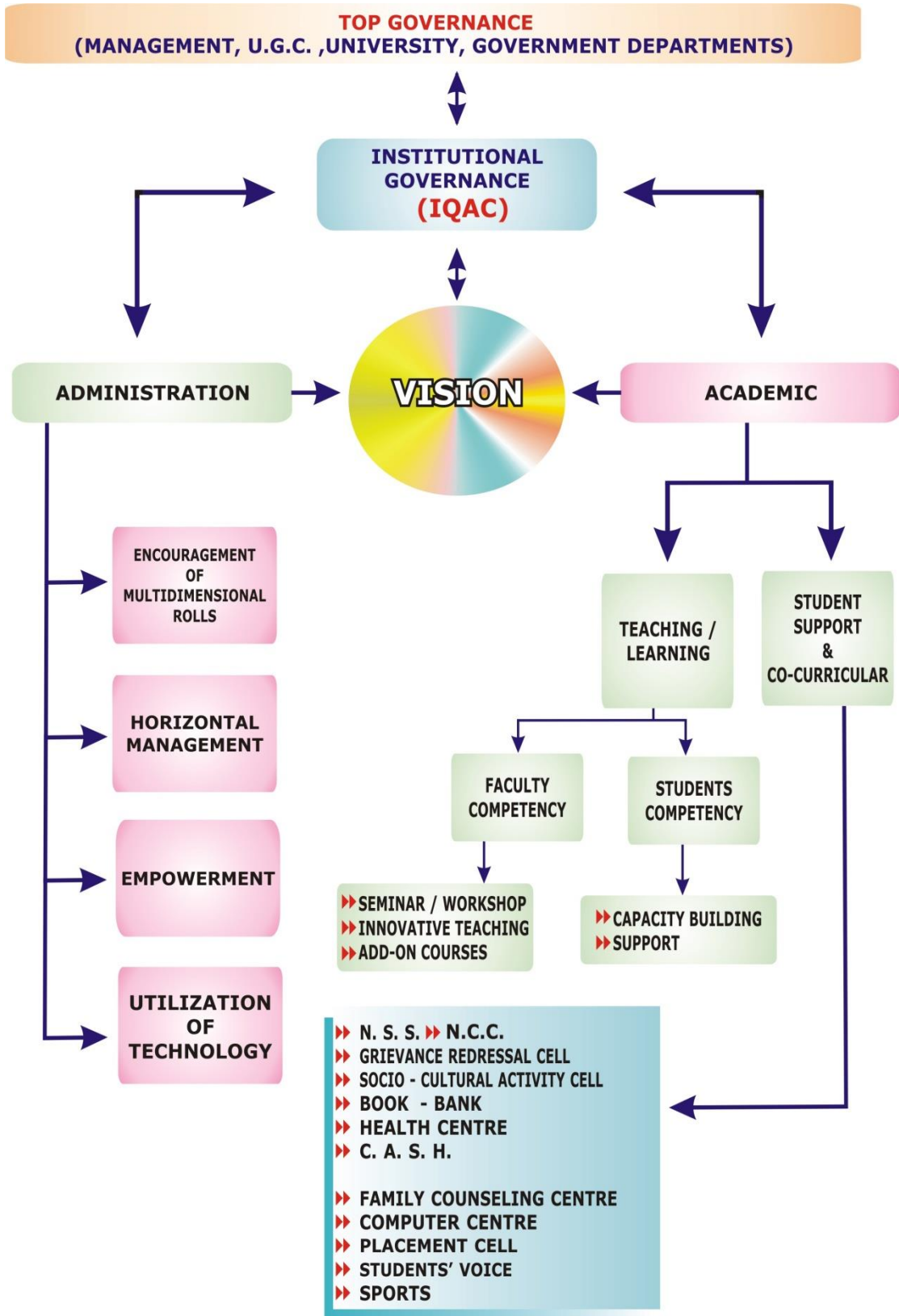


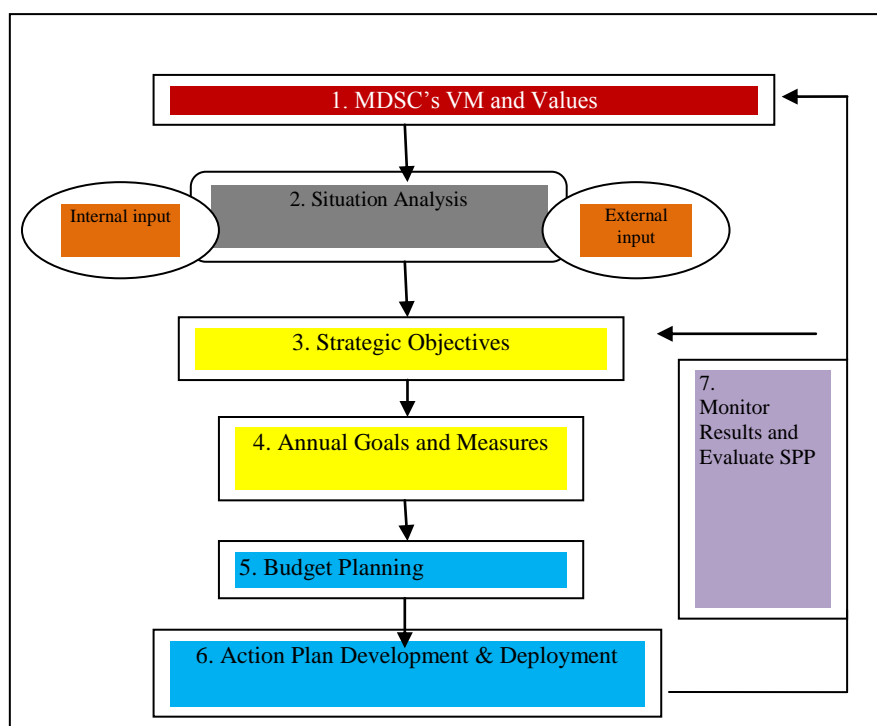
Fig. 6.1 Leadership Role in Institutional Governance

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 restructured from traditional 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:

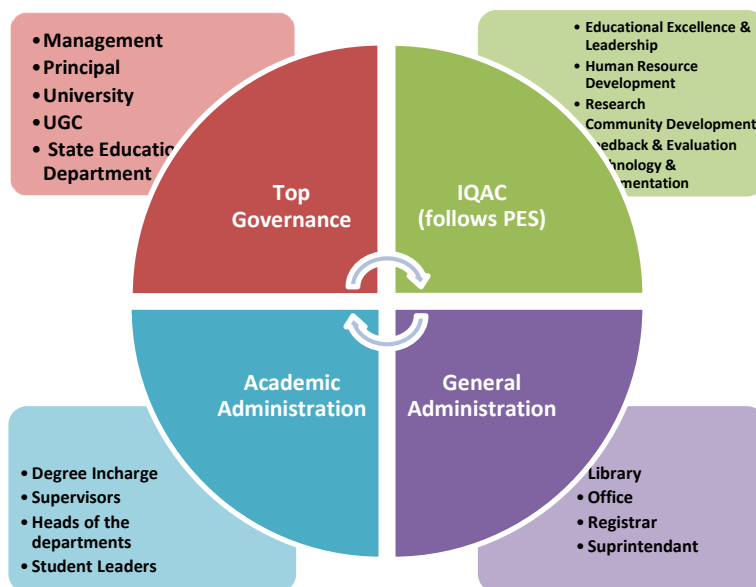


Fig. 6.3 Participative Administration

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 –



ORGANIZATIONAL CHART

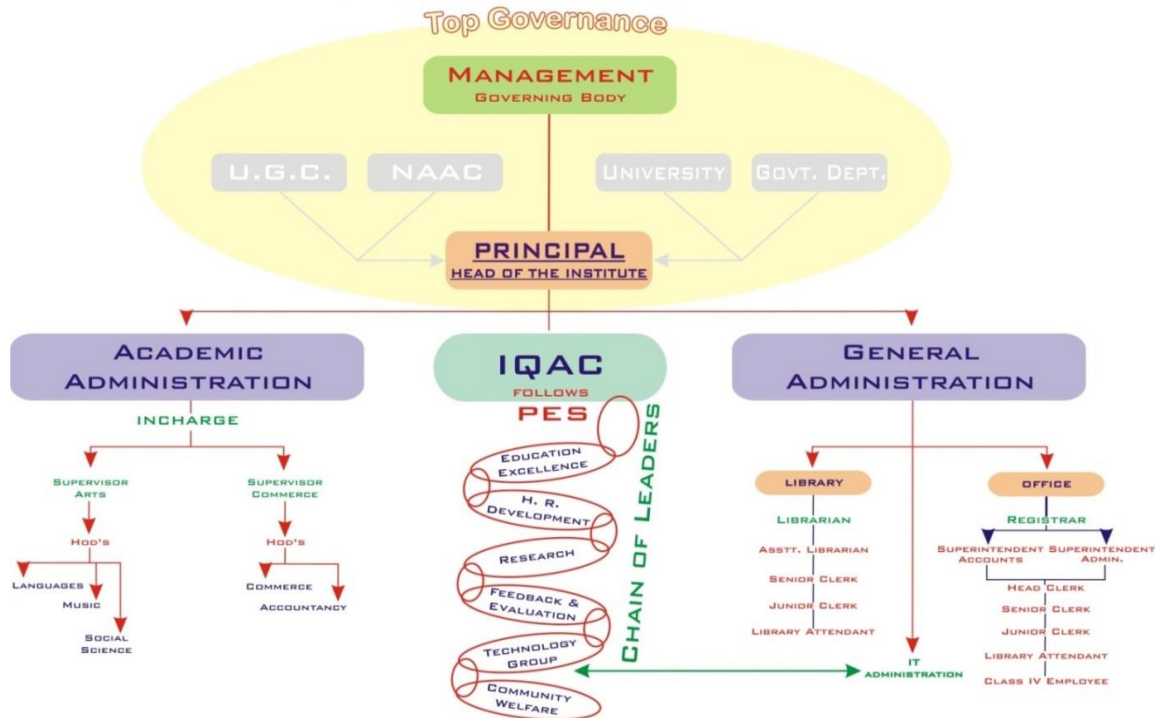


Fig 6.5 Organizational Structure

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 LBGGM, 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 & mobiles. 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?

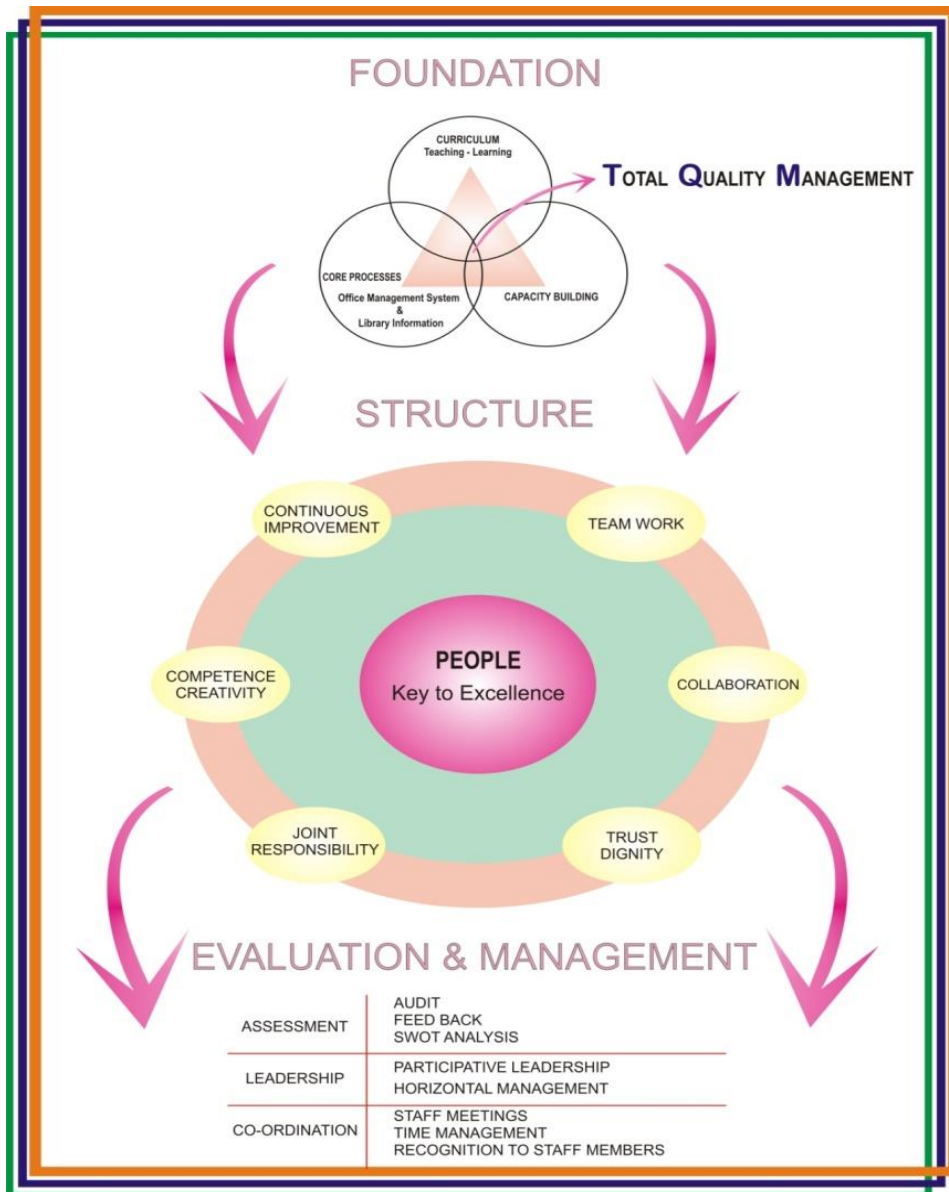
Ans: The institution follows a systematic process to build successful stakeholder relationship. The information in areas of quality assurance policies, programs, offerings, services, support are communicated to internal and external stakeholders as detailed in Table No 1.6.

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.





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

Measures	Action taken
<i>Use of Compact florescent light (CFL) bulbsto generate less heat and reduce carbon emission (maximum of 25-35% power)</i>	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.
<i>Earth Leakage Circuit Breaker (ELCB) Installed on each floor</i>	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).
<i>Green Team</i>	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.
<i>Awareness creation</i>	Three essential initiatives were taken to create awareness about energy crisis, energy consumption and effects of carbon emission. <ul style="list-style-type: none"> • 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

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



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"> • 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 $76 \times 6 \times 10 \times 5 =$



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
Educational Excellence and leadership Cell	Internal and External Audit, Student to student mentoring, Library automation, Internal exams in MCQ pattern for the entire college
Human resource Development Cell	Indo-Danish Student Cultural Exchange Programme, appointment of students as Grievance and Health Representatives, Beautification of road leading to college
Community Welfare Cell	Detection of Thalessemia and Counselling to Thalessemia Minor students under Institutional Research projects
Research Cell	Students Research Competition, SETU- Research Project in collaboration with NGO
Feedback and Evaluation Cell	Online feedback of students
Technology and Documentation Cell	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 / www.mdsmc.ac.in

E-mail: 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 / www.mdsmc.ac.in

E-mail: mdshahmahilacollege@gmail.com



EVALUATIVE REPORT OF THE DEPARTMENTS

Index

Aided Section

Sr. no.	Name of the Department	Page no
Social Sciences		
1	Child Care	198-202
2	Economics	203-209
3	History	210-214
4	Music	215-218
5	Psychology	219-225
6	Sociology	226-230
Languages		
7	English	231-236
8	Gujarati	237-240
9	Hindi	241-244
10	Marathi	245-248
Commerce Stream		
11	Accountancy	249-252
12	Commerce, Law & Statistics	253-258

Self – financed Section

13	BMS	259-265
14	BCA	266-274
15	BMM	275-279
16	B.COM.(AF&I)	280-284
17	POST-GRADUATE STUDIES	285-292



DEPARTMENT OF CHILD CARE

1. Name of the department : **Child Care**
2. Year of Establishment : **1987**
3. Names of Programmes / Courses offered (UG, PG, M Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - **Only UG**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) – **Semester system**
6. Participation of the department in the courses offered by other departments - **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. – **Tie up with schools for practice teaching**
8. Details of courses/programmes discontinued (if any) with reasons - **None**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	2	2
Asst. Professor CHB	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Deepa Sharma	M.Sc., M.Phil., Ph.D	Principal	Human Development	9 15	Not allotted as yet
Mrs. Margaret Henry	M.Sc.	Lecturer – Selection Grade	Child Development	23	NA
Mrs. Olga Pereira	M.Sc.	Associate Professor	Human Development	20 (Retired)	NA
Ms. Shilpa Gangatirker	M.Sc.	CHB	Human Development	09	NA

11. List of senior visiting faculty - **5**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty – **53%**
13. Student -Teacher Ratio (programme wise) – **1:50 in English medium, 1:30 in Marathi medium, 1:4 in Gujarati medium**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – **Central Administrative office staff**



15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG – **Refer to Point 10**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - **None**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received – **Nil**
18. Research Centre /facility recognized by the University – **Nil**
19. Publications:
 - * Publication of faculty- **Dr. Deepa Sharma (10)**
 - * Number of papers published in peer reviewed journals (national / international) by faculty and students – **Dr. Deepa Sharma (6)**
 - * Chapter in Books **Dr. Deepa Sharma (1)**
 - * Books Edited -**Dr. Deepa Sharma - (1) Leadership for a Global Economy: A Pathway to Freedom and Sustainability**
 - * Books with ISBN/ISSN numbers with details of publishers **(1) Sharma Deepa and Kamath, R. (2006) Quality in Education- The Quality Circle Way. Gyan Publications, New Delhi (ISBN 81-7835-516-9)**
20. Areas of consultancy and income generated – **Dr. Deepa Sharma (Quality Examiner)**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards- **Dr. Deepa Sharma**
22. Student projects None
 - a) Percentage of students who have done in-house projects including inter departmental/programme – **100%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies – **33%**
23. Awards/ Recognitions received by faculty and students - **Nil**
24. List of eminent academicians and scientists/ visitors to the department -
Dr. Ravikala Kamath
Dr. Reeta Sonawat
Dr. Ranjan Maniar
Dr. Suja Koshi
Dr. Smriti Swaroop
25. Seminars/ Conferences/Workshops organized & the source of funding -
 - **UGC sponsored National Seminar on “Special Children-Development and Education” (2008) Grant received Rs. 45000/-**
 - **UGC sponsored State Level Seminar on “Parental Involvement and Scholastic Achievement of Children” December 2012. Grant Received Rs.75000/-**
 - **College sponsored workshops (3) and seminar (1)**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Fundamentals of Child Development	79	89%
	SEM II	Adolescent Development	79	95%
BA II	SEM III	Introduction to Early Childhood Education (Theory)	90	100%
		Introduction to Early Childhood Education (Practical)	90	100%
	SEM IV	Child Care and Guidance (Theory)	90	100%
		Management of Youth and Childcare Centre (Practical)	90	100%
BA III	SEM V	Children with Special Needs	94	98%
	SEM VI	Marriage and Family Relations	94	100%

27. Diversity of Students - NA

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - NA

29. Student progression – **Child Care is an optional paper**

Employed	Placement Cell (central)
<ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	
Entrepreneurship/Self-employment	04

30. Details of Infrastructural facilities

a) Library - **Central Library**

b) Internet facilities for Staff & Students - **Yes**

c) Class rooms with ICT facility - **03 Audi-Visual room and Auditorium (Common)**

d) Laboratories – **No**

31. Number of students receiving financial assistance from college, university, government or other agencies - **Centralized disbursement of financial assistance to needy students**



32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Activities	Topic	Year	Experts
Guest lectures	A lecture on preparing worksheet for 'Pre-School Children' was arranged	2008-2009	Mr. S Gondhalekar
	A lecture on Family Planning Methods by was organized on 4th Feb 2012	2010-2011	Dr. RanjanManiar
	A lecture on 'Financial Guidance for young professionals' by on 31st January 2011	2010-2011	Mr. AshishVanjare – A consultant
	A lecture on Family Planning Methods	2011-2012	Dr. Ranjan Maniar
	A lecture on preparing worksheet for 'Pre-School Children'	2009-2010	Mr. S Gondhalekar
	A lecture on "Pre-natal Development" was arranged on 24 th July 2012	2012-2013	Dr. Ranjan Maniar
	A lecture on Family Planning Methods by Dr. RanjanManiar was organized on 15 th January 2013.	2012-2013	Dr. Ranjan Maniar
	A lecture on Learning Disabilities was arranged on 31 st July 2012.the students working with special school as teachers and our college alumni took the session	2012-2013	College Alumni
Panel Discussion	A panel discussion on impact of Media on Family Bonding was organized under the head Family Values on 17th Dec 2011.	2011-2012	Eminent personalities from various institutions working in the field were invited on the occasion as experts.
	Panel Discussion on Impact of Media on 'Family Bonding'	2011-2012	Various Experts

33. Teaching methods adopted to improve student learning - Group learning, Group Discussion, Debate, Role play, PowerPoint Presentations, Workshops, Guest Lectures, Demonstration, Field Visits, Film Shows

34. Participation in Institutional Social Responsibility (ISR) and Extension activities - Students participate in Practice Teaching at nearby pre-primary schools, visits to child welfare centers are organized to orient students with the needs of Special Children.



35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. Practical approach 2. Linkage with educational institutes 3. Innovative methods of teaching 	<p style="text-align: center;">Weakness</p> <p>Less opportunities as the subject is an ancillary component</p>
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. Entrepreneurship for Crèche/Play Group/Nursery 2. Work in Pre-primary Schools 3. Work in ICDS 4. Work as NGO's 5. Work in Institutions for Special Children 6. Prepare students for Family Life Education 	<p style="text-align: center;">Challenges</p> <p>Competition with private players</p> <p>Grooming students from vernacular mediums to face the challenges of globalised situations</p>

Future Plans –

- To develop more linkages
- To start some add on courses for students from non child development background



DEPARTMENT OF ECONOMICS

1. Name of the department : **Economics**
2. Year of Establishment : **1968**
3. Names of Programmes / Courses offered - **UG and PG**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) – **Semester system**
6. Participation of the department in the courses offered by other departments – **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. – **Marketing Assistant course in collaboration with “Khadi Village Industry”**
8. Details of courses/programmes discontinued (if any) with reasons - **None**
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	07	06
Asst. Professors	04	04

10. Faculty profile with name, qualification, designation, specialization-

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Urmila A Gor	M.A., M Phil., D.H.E., Ph.D.	Associate Professor	Industrial Economics	30	Nil
Mrs. Jyoti R. Joshi	M.A., M Phil.	Associate Professor	Women Study	26	Nil
Mr. Kishor M Gupte	M.A., M Phil	Associate Professor	Agricultural Economics	20	Nil
Dr. S. C. Patra	M.A., M Phil., Ph.D.	Associate Professor	Mathematical Economics & Econometrics	20	2 MPhil and 3 Ph.D.



Mrs. Zankhana Thakkar	M.A., M.Ed.	Assistant Professor	Economics	19	Nil
Dr. Ceena Paul	M.A., PhD.	Associate Professor	Economics	18	Nil
Dr. A. K. Mishra	M.A., PhD.	Associate Professor	Economics	15	Nil
Mr. P. Sonawane	M.A., B.Ed.	Assistant Professor	Agricultural Economics	16	Nil
Dr. Babita Shukla	M.A., M. Phil., PhD.	Assistant Professor	Economics	8	Nil
Ms. Nazia Sayeed	M.A., M.B.A.	Assistant Professor	Economics	7	Nil

11. List of senior visiting faculty: **Nil**

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **10 %**

13. Student -Teacher Ratio (programme wise): **1:15**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Central Administrative office staff**

15. Qualifications of teaching faculty - (1) **PG = 10**, (2) **M. Phil = 5**, (3) **PhD = 5**

16. Number of faculty with ongoing projects and grants received: **“SETU” (A Bridge between senior citizens & Youth) 2012-13**

17. Departmental projects funded - **Major Research on “Niyojankalmein mahanagario paribaroki samuhik nirdhanta tatha unka badalta swarup” funded by UGC, Grant Received: Rs. 4, 48, 000**

18. Research Centre /facility recognized by the University: **None**



19. Publications:

- * a) Publication per faculty - **Dr. S. C. Patra (5), Dr. Ceena Paul (3)**
- * Chapter in Books - **Dr. S. C. Patra (1), Dr. Ceena Paul (3)**
- * Books Edited - **Dr. S. C. Patra (1)**
- * Books with ISBN/ISSN numbers with details of publishers - **Dr. S. C. Patra (3)**

20. Areas of consultancy and income generated: NA

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....

Name of the Faculty Member	Name of organizations	Year
Dr. Urmila Gor	SNDT Student Teachers Economics Association Member of BOS	Life Member 2010-11
Mrs. Jyoti R Joshi	SNDT Student Teachers Economics Association Member of Gujarat Association Member of BOS	Life Member Life Member 2008-09
Mr. Kishor M. Gupte	SNDT Student Teachers Economics Association,	Life Member
Dr. S.C. Patra	SNDT Student Teachers Economics Association Member of BOS, Mathematics Member of BOS, Statistics Member of Senate	Life Member 2011-12 till date 2011-12 till date 2008-09
Dr. Ceena Paul	SNDT Student Teachers Economics Association Member of Senate Member of Grievance Committee of SNDT Univ.	Life Member 2010-11 till date 2010-11 till date
Mrs. Zankhana Thakkar	SNDT Student Teachers Economics Association Gujarat Association	Life Member Member
Dr. Arun Kumar Mishra	Member of Senate	2010-11
Mr. Prasana Sonawane	SNDT Student Teachers Economics Association	Life Member

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: **50%**
- b) Percentage of students placed for projects in organizations outside the institution: **10%**



23. Awards/ Recognitions received by faculty -Mr. Prasanna Sonawane:

Recognition from Kotak Unnati Project

24. List of eminent academicians and scientists/ visitors to the department:

Name of Eminent Academicians	Topic	Year
Mrs. Kiran Seth	Adjustments in Marital Life	2008-09
Dr. Shilpa Shah	Best out of worst	2008-09
Dr. J.D. Mehta	India going Global	2008-09
Dr. M.I. Patel, Mr. Manish Chouski, Mr. Bharat Patel	Budget Analysis & Post-Budget Scenario	2009-10
Dr. J.D. Mehta	Mergers & Acquisitions	2009-10
Mr. Manohar Jadhav	How to overcome stress during examinations	2009-10
Mrs. Dipti Mehta	Hair and Beauty Care	2009-10
Dr. Sanjeev Nigam	Role of LIC	2009-10
Mrs. Chandrika Kamat	Art & Painting	2010-11
Mr. Raju Shah	Opportunities in Insurance sector	2010-11
Mr. Sanjaya Phad	Correlation & Regression	2010-11
Mr. Sunil Kadam	Miracles of science	2011-12
Mr. Sandeep Pawar	Myth & Reality	2011-12
Dr. Srinivasan	Bombay Stock Exchange	2012-13
Dr. Gunnar Gilbert	Young Adult Change & Social Change	2012-13
Mr. Sarde	Moral Values in life	2012-13
Mr. Rajendra Salve	Kothak Unati Project	2012-13
Mr. Bhavin Patel	e- banking	2012-13

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National –

- **Two days UGC Sponsored National Level Workshop on “A Mathematical and Advanced Approach to Microeconomics: Demand Analysis & Market structure” organized in 2011**
- **UGC sponsored Interdisciplinary National level seminar on “INDIA AFTER MAHATMA’, (27TH - 28TH April 2008)**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Indian Economy I	160	95%
		Money Banking	160	93%
	SEM II	Indian Economy II	160	94%
		Public Finance	160	94%
BA II	SEM III	Micro Economics-I	138	82%
		Growth and Development	138	98%
		Agricultural Economics I	87	100%
		Industrial Economics I	47	95%
	SEM IV	Micro Economics-II	138	83%
		Demography	138	100%
		Agricultural Economics II	87	100%
		Industrial Economics I	47	94%
BA III	SEM V	Macro Economics I	157	90%
		International Economics I	157	98%
		Research Methodology	157	99%
		History of Economic Thought	157	98%
		Banking and Financial Institutions I	154	97%
	SEM VI	International Economics I	157	98%
		Statistics	157	98%
		History of Economics Thought	157	98%
		Macro Economics II	157	97%
		Banking and Financial Institutions II	154	98%



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Economics	90	10	----

27. How many students have cleared national and state competitive examinations-

Nil

28. Student progression

Student progression	Against % enrolled
UG to PG	25%
Employed Campus selection Other than campus recruitment	Placement Cell (central) 5% in UG Level (By Kotak Unnati) 5% in PG Level(became lecturers)
Entrepreneurship/Self-employment	2 %

30. Details of Infrastructural facilities

a) Library: **Central Library**

b) Internet facilities for Staff & Students: **Yes**

c) Class rooms with ICT facility: **01 Audi-Visual room and 01 Auditorium (Common)**

d) Laboratories: **Not Applicable**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Centralized disbursal of financial assistance to needy students**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Consumer Awareness (2009 to 2013)**

33. Teaching methods adopted to improve student learning: **Group Discussions, Use of OHP, LCD Projector, Audio visual, Paper Presentation, Internet resource and PPT, and visits to industries/institutions/markets.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- **Visit to Adivashi Village (Dongracha pada)**
- **Visit to Old Age Home**



35. SWOC analysis of the department and Future plans:

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. Four mediums of instruction 2. Entrepreneurship training in collaboration with Kora Kendra 3. Collaboration with Kotak Unnati for Job placements 4. Opportunity for Post-graduation in Economics on the premises 5. Value education from Sankruti Samvardhan Pratistahan 	<p style="text-align: center;">Weakness</p> <ol style="list-style-type: none"> 1. Large number of students securing passing (III) percentage 2. Vernacular medium students ill-equipped to tackle English language (limitations for reference work)
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. More research programmes for students 2. Departmental library for reference work 3. Opportunity to start M.Phil and Ph.D Programme 	<p style="text-align: center;">Challenges</p> <ol style="list-style-type: none"> 1. Dwindling number of students in the regional medium classes 2. Increasing the proportion of students getting First class/distinction

Future Plans

- Planning to open research centre for economics.
- Strengthening of Community Extension Work.
- More Workshop and Seminars.
- More enrichment courses
- Study tour for students.



DEPARTMENT OF HISTORY

1. Name of the department - **History**
2. Year of Establishment - **1968**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - **BA, COP in Travel and Tourism (3 Years), Certificate Course in Ancient Scripts (Modi, Brahmi, Kharoshti), Numismatic Studies**
4. Names of Interdisciplinary courses and the departments/units involved - **Foundation course, Coaching for Competitive exams**
5. Annual/ semester/choice based credit system (programme wise) –**Semester system**
6. Participation of the department in the courses offered by other departments-- **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. –**Training course for Ancient Script in collaboration with Extra Mural Studies, Mumbai and Numismatic Studies course in collaboration with Indian Institute of Research in Numismatic Studies (IIRNS), Nasik.**
8. Details of courses/programmes discontinued (if any) with reasons - **Certificate course in Modi for lack of resource persons**
9. Number of Teaching posts

	sanctioned	Filled
Professors	01	01
Associate Professors		
Asst. Professors	04	04

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /PhD. / M Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Ranjana Mishra	PhD	Associate Professor	Modern India and women Studies	20	1 ongoing
Seema Dalvi	M Phil	Assistant Professor	History	22	
Sonia Rane	M Phil	Assistant Professor	History	20	
Hemalata Mukane	M Phil	Assistant Professor	History	17	PhD ongoing
Manoj Mishra	PhD	Assistant Professor	Medieval India	16	



11. List of senior visiting faculty - -
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty – **23%**
13. Student -Teacher Ratio (programme wise) – **1: 45 (English medium), 1: 190 (Hindi medium), 1:19 (Marathi medium)**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled - **Central Administrative office staff**
15. Qualifications of teaching faculty - **PhD-2, M Phil-03, MA -02**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received –
 - **UGC Minor Research -2 (Rs 1.5 lakh)**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received-
 - **UGC Major Research -1 (Rs 3 lakhs 68 thousand)**
 - **UGC Minor Research – 1 (Rs. 60000)**
18. Research Centre /facility recognized by the University - **Nil**
19. Publications:
 - * Publication per faculty – **Ranjana Mishra (4 books), Sonia Rane (28 articles in dailies), Hema Mukane (18 articles in dailies), Manoj Mishra (4 articles in journals), Rekha Samant (1 article in daily)**
 - * Number of papers published in peer reviewed journals (national / international) by faculty and students – **Ranjana Mishra (11 articles), Hema Mukane (5 articles), Manoj Mishra (4 articles)**
 - * Chapter in Books - **Ranjana Mishra (10 chapters in books with ISBN number)**
 - * Books with ISBN/ISSN numbers with details of publishers – **Ranjana Mishra (2 books with ISBN number)**
 - * Citation Index – **Ranjana Mishra (Tourism in Central Asia)**
 - * Seminar proceedings - **Ranjana Mishra (3 out of 7 articles with ISSN number)**
20. Areas of consultancy and income generated - **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards – **Ranjana Mishra (Member of Editorial Board for 2 journals, Life member of Indian History Congress, Annual member of Indian Art History Congress, Life member of Indian Congress of Social Sciences, Member of Central Asia-Pacific Organisation)**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme - **80%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies - **Nil**



23. Awards/ Recognitions received by faculty and students:

- **Ranjana Mishra (Best Teacher Award by Anarde Institution, Maharashtra)**
- **Ranjana Mishra (Best Paper Presented at Inter-University level, awarded by Association of History)**
- **Hema Mukane (National award for community work in Health)**

24. List of eminent academicians and scientists/ visitors to the department-

- **Academicians - Dr.P.L.Dash, Dr.KunjLata Shah, Dr.Varsha Dhirgaonkar, Prof. Labh, Dr.Mangala Purandhare, Dr.Kurush Dalal**
- **Historians – Dr. M D David, Dr. Preeta Nilesh,**
- **Scientist - Dr. Sanjib Mishra**
- **Archeologist – Dr. Suraj Pandit and Mr. Andare Baptista**

25. Seminars/ Conferences/Workshops organized & the source of funding

- a)National - **4 Seminars (Funding Agency- UGC)**
Workshops - **8 (Funding agency – College)**

26. A)Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	History of Ancient India	84	72%
		History of Maharashtra	84	80%
	SEM II	Socio-cultural History of Ancient India	115	65%
		History of Maharashtra (Socio-cultural history)	84	69%
BA II	SEM III	History of Medieval India	103	85%
		History of Europe (1789-1871)	103	86%
		History of Methodology	90	95%
	SEM IV	Socio-cultural of Mughal India	103	85%
		History of Europe (1871-1962)	103	84%
		History of Research and Method	90	96%
BA III	SEM V	History of Modern India(1757-1885)	89	99%
		History of South East Asia	89	95%
		Elements of Archaeology	89	100%
		History of Ancient Art from Indus Valley to 1000 CE	89	100%
		Women in Historical Perspective from Ancient till Medieval Period	89	100%
	SEM VI	History of Modern India(1885-1947)	89	99%
		History of Russia	89	95%
		History of Museology and Library Science	89	100%
		History of Art from 1000 CE to Modern Times	89	100%
		Women in Historical Perspective from 1857 to 1963	89	99%



B) Student profile for certificate courses:

Name of the Course/programme	Applications received	Selected	Pass percentage
Certificate course in Ancient script	98	25	100%
Courses in Numismatic Studies	100	50	100%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
History	90%	10%	---

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	Placement Cell (central) 60%

30. Details of Infrastructural facilities

a) Library - **Central Library and Departmental Library (75books, 17 journals collected from faculty and Magazines, Numismatic cards)**

b) Internet facilities for Staff & Students: **Yes**

c) Class rooms with ICT facility: **01 Audi-Visual room and 01 Auditorium (Common)**

d) Laboratories – Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: **Centralized disbursal of financial assistance to needy students**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -

Annual Students enrichment programmes are as follows:

- **Library Orientation Programme at the beginning of the academic year**
- **Minimum 4 guest lectures on related topics**
- **2 workshops with external experts (Ancient scripts and numismatic studies)**
- **One National Level Seminar**
- **Study tours in Mumbai and out of state**

33. Teaching methods adopted to improve student learning:

- **Usage of Black board**
- **Maps and Audio-Visual Aids**
- **Usage of newspapers , magazines and articles from journals**



- Interactive sessions-discussions, debate, question- answer session
 - Film shows on art and architecture, current social issues, historical personalities etc.
 - Visits to historical monuments, excavation sites, Library, Museum, Numismatic centers, etc
 - Organizing various competitions at college and inter-collegiate level
 - Research paper competition
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- Awareness creation camps on health issues in the community with Health Center
35. SWOC analysis of the department and Future plans:

Strength	Weakness
<ol style="list-style-type: none"> 1.Exposure to Numismatic study and Ancient Scripts 2.Usage of Departmental Notice Board for dissemination of information 3.Cohesion and understanding among faculty 4.Exposure to students of market value courses 5.Inculcation of scientific temper through research paper presentation 6.Widening the horizon of students through visits to historical places, museums, archives, etc. 7.Coaching in competitive exams 	<ol style="list-style-type: none"> 1. No place for museum to display artefacts 2.Repeaters with three mark sheet 3. High dropout rate due to early marriage in Hindi medium 4.Social background and monetary constrains create obstacles in field visits
Opportunities	Challenges
<ol style="list-style-type: none"> 1.Linkage with various organizations 2.Career option in fields like education, archives, travel and tourism industry, museums 3.Special vacancy for students with History specialization at JET Airways 	<ol style="list-style-type: none"> 1. Repeater students with multiple certificates 2. Lack of interest for higher education

Future plans

- Peer audit of the department audit
- Introduction of economic viable course for self -employment
- Museum for artifacts
- Short term certificate courses for students



DEPARTMENT OF MUSIC

1. Name of the department: **Music**
2. Year of Establishment: **1999**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved:-**Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester System**
6. Participation of the department in the courses offered by other departments:- **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. :-**None**
8. Details of courses/programmes discontinued (if any) with reasons :- **None**
9. Number of Teaching posts :**02 (unaided)**
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Anaya Thatte (Left for career progression)	MA, Ph.D, SET	Assistant Professor	Music	12
Ms. Aditi Gokhale	MA	Assistant Professor	Music	1
Ms. Ketki Shetye	MA	Assistant Professor	Music	1

11. List of senior visiting faculty:- **None**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:- **100%**
13. Student -Teacher Ratio (programme wise)-**1:10**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:- **Central Administrative office staff and 1 music accompanist**
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG.: **PhD – 1, PG -2**



16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. **Research Centre /facility** recognized by the University: **Nil**
19. Publications:
- * a) Publication per faculty :**Dr. Anaya Thatte -**
 - * Number of papers published in peer reviewed journals (national / international) by faculty and students :
 - * Chapter in Books:
 - * Books with ISBN/ISSN numbers with details of publishers:
20. Areas of consultancy and income generated:- **Nil**
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Board -
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme:
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: - **None**
23. Awards/ Recognitions received by faculty and students: **Dr. Anaya Thatte (Young Musicologist Award for Research)**
24. List of eminent academicians and scientists/ visitors to the department:
- Durga Jasraj (Singer)
 - Pt. Shasank Katti (musician and educationist)
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National : **ITC sponsored programme for promotion of upcoming artistes “Navodeet” and “Avartan”**
26. Student profile programme/course wise:

Class	No. of students appeared	Pass %
BA I	15	89%
BA II	14	94%
BAIII	12	100%



27. Diversity of Students – All the students are from the same state.
 28. How many students have cleared national and state competitive examinations :

None

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	Placement Cell (central)

30. Details of Infrastructural facilities
- a) Library: **Yes**
 - b) Internet facilities for Staff & Students: **Yes**
 - c) Class rooms with ICT facility: **01 Audi-Visual room and 01 Auditorium (Common)**
 - d) Laboratories: **One (Music Laboratory)**
31. Number of students receiving financial assistance from college, university, government or other agencies : **Centralized disbursal of financial assistance to needy students**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:
- **Guru poornima celebration every year with renowned musicians**
 - **Jugalbandi of Ragas**
 - **Theme based music programmes during College Annual Days (Holi ke geet, Raag Bhairavi, Bandish in Raag Yaman, Patriotic songs)**
 - **Folk songs of Maharashtra**
 - **Participation of students in workshops/seminars**
 - **Visits to music studios**
 - **Interdisciplinary programme on Ashadi Ekdashi with Marathi department**
33. Teaching methods adopted to improve student learning:
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:



35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. Music Laboratory 2. Solid and Rigorous foundation in music theory 3. Participation in intercollegiate Competitions 4. Theme based annual day programme 5. Only department among affiliated colleges to offer music 	<p style="text-align: center;">Weakness</p> <ol style="list-style-type: none"> 1. Temporary Faculty 2. Lack of recording facility
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. Linkages and collaborations with university departments and music organizations 	<p style="text-align: center;">Challenges</p> <ol style="list-style-type: none"> 1. Building interest among students for classical music

Future Plans –

1. Seminars and workshops
2. Linkages and collaboration with university department
3. Music association for students with visiting expert
4. Short term music courses



DEPARTMENT OF PSYCHOLOGY

1. Name of the department - **Psychology**
2. Year of Establishment -**1984**
3. Names of Programmes / Courses offered - **Only UG**
4. Names of Interdisciplinary courses and the departments/units involved – **Nil**
5. Annual/ semester/choice based credit system (programme wise) –**Semester system**
6. Participation of the department in the courses offered by other departments - **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.

Name of the course	Name of the institution	University
Remedial Teaching	V. D. Indian Society for Mentally Retarded children	D. Y. Patil University

8. Details of courses/programmes discontinued (if any) with reasons - **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professors	--	--
Associate Professors	03	03
Asst. Professors	--	--

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation	Specialization	No of Year experience
Ms. J. Vora	M.A	Associate Professor (HOD)	Clinical Psychology	28
Ms. G. Patil	M.A. M. Phil	Associate Professor	Clinical Psychology	23
Mr. A. Seth	M.A	Associate Professor	Clinical Psychology	20
Temporary Staff members				
Ms. V. Pawar	M.A., M. Phil	Lecturer	Clinical Psychology	12
Ms. S. Apandkar	M.A	Lecturer	Counseling Psychology	12
Dr. V. Patel	M.A. PhD	Lecturer	Clinical Psychology	07

11. List of senior visiting faculty - Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- **45%**



13. Student -Teacher Ratio (programme wise) - **1:25 in English medium, 1: 30 in Marathi medium, 1:5 in Gujarati medium**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- **Central Administrative office staff and 1 Peon specially for Psychology Laboratory**
15. Qualifications of teaching faculty - **PhD-01/ M Phil- 02/PG-06**
16. Number of faculty with ongoing projects -“**SETU” (A Bridge between senior citizens & Youth) 2012-2013 funded by Thred NGO**
17. Departmental projects funded -**Nil**
18. Research Centre /facility recognized by the University – **Nil**
19. Publications:
 - a) Publication per faculty- **Ms. Geeta Patil (3)**
Number of papers published in peer reviewed journals - **Ms. Geeta Patil (2)**
Chapter in Books with ISBN number – **Ms. Geeta Patil (1)**
20. Areas of consultancy and income generated- **Counseling**
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards: **Ms. Jayshree Vora- Life member in Bombay Psychological Association, Board of studies (2006-2012), NSS advisory committee (University level, 2009-2012), “TISS” NSS advisory committee (2009-2010), Life member in “Vacha” NGO; Ms. Geeta Patil- Life member in Bombay Psychological Association, Marathi Manasshastra Parishad and Bombay Psychiatrists Association; Mr. Amitabh Seth - Life member in Bombay Psychological Association**
22. Student projects
 - a) Percentage of students who have done in-house projects - **75%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies- **30% (Year 2012-2013)**
23. Awards/ Recognitions received by faculty and students-**Ms. Geeta Patil - 02 (NCQM & NMIMS), Dr. Varsha Patel- 01(Chetana Prachi psycho Cultural Research Association)**
24. List of eminent academicians and scientists/ visitors to the department-
 - **Dr. Mona Gajre, Associate Professor & Head, Learning Disability Clinic, LTMGH & TMCC, Sion, Mumbai**
 - **Dr. Sameer Dalwai, Developmental Pediatrician, Consultant, Learning Disability Clinic, L.T.M.G. Hospital**
 - **Mrs. Apurva Panchikar, Lecturer, Centre of Special Education, S.N.D.T Women’s University**
 - **Ms. Masarrat Khan, Clinical Psychologist & Remedial Teacher, CEO, Maharashtra Dyslexia Association**
 - **Ms. Munira Rane, Special Educator, Clinical Psychologist & Clinical Hypnotherapist**
 - **Dr. Alka Subramaniam, Assistant Professor, Psychiatry, Learning Disability Clinic, B.Y.L. Nair Charitable Hospital**
 - **Dr. Henal Shah, Associate Professor, Psychiatry, Learning Disability Clinic, B.Y.L. Nair Charitable Hospital**
 - **Dr. Harish Shetty, Psychiatrist**



25. Seminars/ Conferences/Workshops organized & the source of funding
 a) National - U.G.C. Sponsored National Conference Counselling
Techniques & Learning Disabilities (13th & 14th October 2010)

26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	General Psychology -I	42	81%
		Developmental Psychology -I	42	87%
	SEM II	General Psychology-II	42	85%
		Developmental Psychology -II	42	92%
BA II	SEM III	Social Psychology - I	46	89%
		Research Methods and Applied Statistics-I	46	90%
		Organizational Psychology	06	100%
	SEM IV	Personality Theories	46	91%
		Research Methods and Applied Statistics-II	46	95%
		Consumer Psychology	06	100%
BA III	SEM V	Experimental Psychology (Theory)	57	95%
		Experimental Psychology (Practical)	57	100%
		Abnormal Psychology	57	96%
		Counseling Psychology	57	96%
		Educational Psychology	05	100%
	SEM VI	Cognitive Psychology	57	97%
		Experimental Psychology (Practical)	57	100%
		Health Psychology	57	100%
		Psychological Assessment	57	98%
		Sports Psychology	05	100%



27. Diversity of Students –Approximately 95% of the students are from the same state.
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - **Nil**
29. Student progression

Student progression	Against % enrolled
UG to PG	25%
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	Campus selection not done at departmental level.
Entrepreneurship/Self-employment	Data not available

30. Details of Infrastructural facilities

a) Library -

Resource	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Books in the Library	2316	2381	2445	2470	2507
Journals in the library (Asian journal of Psychology & Education, Indian Psychological Review)	02	02	02	02	02
Books in the book bank	108	108	120	120	120
Audio-visual resource	40	40	40	40	40
Books in Departmental Library	90	105	169	169	169
Journal in the Departmental Library (Bombay Psychologist)	01	01	01	01	01

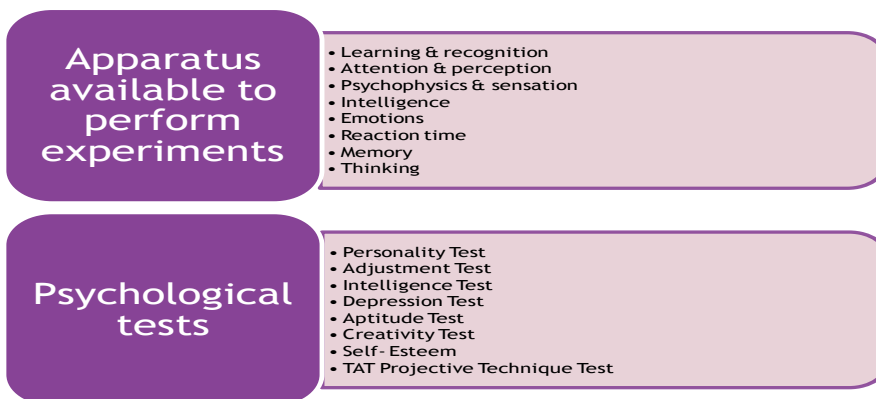
b) Internet facilities for Staff & Students- **For Staff - separate computer Student- Central library**

c) Class rooms with ICT facility - **01 Audi-Visual room and 01 Auditorium (Common)**

d) Laboratories- 01(psychology Laboratory)



LABORATORY RESOURCES....



31. Number of students receiving financial assistance from college, university, government or other agencies - **Centralized disbursal of financial assistance to needy students**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Name of the expert	Topic	Number of students' benefitted	YEAR
Dr. Chandrakant Puri (Academician)	Counseling Psychology	B.A.III English, Gujrati, Marathi medium student	2008-2009
Ms. Kiran Seth (Clinical Psychologist)	Psychological Testing & Assessment	B.A.III English, Marathi, Gujarati Mediums	
Dr. D.J. Panchal (Academician)	“Careers in Psychology”	64 students B.A.III English, Marathi, Gujarati Mediums	2009-2010
Mrs. Hemlata Dhoot (Special Educator) Mr. Vipin Kumar (HOD, National College)	‘Learning Disability & Personality Theories’	64 students B.A.III English, Marathi, Gujarati Mediums	
Ms. Srilatha Srikant (Counselor / Student of Dr. K.M. Phadke)	‘Rational Emotive Therapy	29 Students B.A (III) English, Marathi, Gujarati Mediums	2010-2011
Ms. Kavita Menon (Clinical Psychologist)	‘Clinical Testing’	29 Students B.A (III) English, Marathi, Gujarati Mediums	



Child helpline Para professionals	Child helpline (Bal Prafula and its function)	29 Students B.A (III) English, Marathi, Gujarati Mediums	
Dr. Harish Shetty.	My Emotional Health -My Responsibility	All Students B.A English, Marathi, Gujarati Mediums	2011-2012
Dr. Keerti Sachdev	Mental Health	29 Students B.A (III) English, Marathi, Gujarati	
Ms. Pallavi Kale, Ms. Tejasvini G	Healthy Diet	55 Students B.A (I) English, Marathi, Gujarati Mediums	
Ms. Swati Desai	HIV & AIDS	54 Students B.A (III) English, Marathi, Gujarati	2012-13
Ms. Shashikala	Yoga theory & practical	100 Students B.A (III) Eng, Mar, Guj. Mediums	

33. Teaching methods adopted to improve student learning- **Audio-Visual, Chart, Discussion, Skit, Role-play, Module, Use of Internet, Practical work, presentation.**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities -
- **Beach Cleanliness: this was a part of the Health week – a value adopted by our department**
 - **Celebration of International Disabled Day for the (Dagara school students)**
 - **Anand Rehabilitation Centre (A halfway home for Schizophrenia)**
35. SWOC analysis of the department

Strength	Weakness
<ol style="list-style-type: none"> 1. Fully functioning Psychology laboratory 2. Dedicated counselling services to help students achieve their best 3. Focus on practical real world skills 4. Active participation of students in research projects 	<ol style="list-style-type: none"> 1. Difficult to make professional connections for funding 2. Unavailability of reference books in regional languages



Opportunities	Challenges
<ol style="list-style-type: none">1. Internship in the field of Abnormal Psychology2. Collaborating, networking and finding partners3. Introducing psychological knowledge in other disciplines4. Enhance and develop the culture of research5. Stretching professionally and personally	<ol style="list-style-type: none">1. Increase in number of colleges in the vicinity2. Pursuing opportunities is costly in both financial and professional terms

Future plans-

- ⦿ Strengthening of community extension work
- ⦿ Research projects by faculty
- ⦿ Value added courses for students
- ⦿ Workshops & Seminars on State and National level
- ⦿ Organizing alumni meets
- ⦿ PTA for the department



DEPARTMENT OF SOCIOLOGY

1. Name of the department : **Sociology**
2. Year of Establishment : **1971**
3. Names of Programmes / Courses offered (UG, PG, M Phil., PhD., Integrated Masters; Integrated Ph.D., etc.) - **Only UG**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) – **Semester system**
6. Participation of the department in the courses offered by other departments - **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Nil**
8. Details of courses/programmes discontinued (if any) with reasons - **None**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	2	2
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /PhD / M Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Ms. S.Moses	M.A.	Associate Professor	Sociology	20 yrs
Ms. P.Narula	M.A.	Associate Professor	Sociology	Part– time:2 yrs Fulltime:20 yrs
Dr. (Mrs.) Shilpa .Shah	M.A, B.ed. PhD	Assistant Professor	Sociology	Full- time: 17 yrs
Ms .Payal Sakaria	M.A, M Phil	Assistant Professor	Sociology	C.H.B.-9 yrs

11. List of senior visiting faculty – **None**



12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty – **10%**
13. Student -Teacher Ratio (programme wise) – **1:20 in English medium, 1:5 in Gujarati medium**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – **Central Administrative office staff**
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG – **Refer to Point 10**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - **None**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received – **Nil**
18. Research Centre /facility recognized by the University – **Nil**
19. Publications:
 - * Publication per faculty- **Nil**
20. Areas of consultancy and income generated - **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards - **Nil**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme – **100%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies – **Nil**
23. Awards/ Recognitions received by faculty and students - **Nil**
24. List of eminent academicians and scientists/ visitors to the department –
 - Mr. Manohar Jadhav (Social Worker)**
 - Ms Sneha Khandekar (Academician and Social Worker)**
 - Mr. Elvis Thomas (Academician and Social Worker)**
 - Dr. Ranjan Maniar (Gynaecologist)**
 - Ms. Sonia Cardoz (Academician and Social Worker)**
25. Seminars/ Conferences/Workshops organized & the source of funding -
 - **UGC sponsored Interdisciplinary National level seminar on “INDIA AFTER MAHATMA’, (27TH - 28TH April 2008)**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Rural Sociology	23	90%
		Introduction to Sociology	23	83.55%
	SEM II	Urban Sociology	22	92%
		Social Problem and Social Disorganization	22	80%
BA II	SEM III	Indian Society Structure and Change	27	88.89%
		Sociology of Industrial Society	27	75.56%
		Population and Society	10	100%
	SEM IV	Women and Society	27	95.66%
		Sociology of Tribal Society	27	100%
		Education and Society	10	100%
BA III	SEM V	Foundation of Sociological Thoughts	21	100%
		Social Research Methods	21	100%
		Indian Society :Issues and Problems	21	100%
		Crime and Society	21	88.87%
		Sociology of Health	04	100%
	SEM VI	Classical Sociological Theorists	21	100%
		Research Methods Tools and Techniques	21	100%
		Industrial Sociology	21	100%
		Sociology of Movements	21	100%
		Social Welfare and Social Legislations	21	100%

27. Diversity of Students : **98 % of the students are from the same state.**

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - **NA**

29. Student progression –

Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	Placement Cell (central)
---	-------------------------------------

30. Details of Infrastructural facilities

a) Library - **Central Library**

b) Internet facilities for Staff & Students - **Yes**

c) Class rooms with ICT facility - **01 Audi-Visual room and Auditorium (Common)**

d) Laboratories – **No**



31. Number of students receiving financial assistance from college, university, government or other agencies - **Centralized disbursement of financial assistance to needy students**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Activities	Topic	Year	Experts
Guest lectures	Time Management	2012	Mr. Manohar Jadhav
	Tribal Movements of India	2013	Dr. Ranjana Mishra (Associate Professor)
	Dealing With Stress – Methods And Stress	2013	Amitabh Seth (Psychologist and Counsellor)
	Yoga		
Seminars	Adolescent Reproductive Health	2011	Dr. Ranjan Maniar
	Empowerment Of Women	2009- 11	Mr. Manohar Jadhav, Ms Sneha Khandekar, Pratima Shelar and Sonia Cardoz
	Gender Equality	2013	Manohar Jadhav (Social Worker)
Intercollegiate Paper Presentation	Domestic Violence, Linguism Corruption, Health Awareness and Education	2013	Manohar Jadhav and Ms. Sonia Cardoz

33. Teaching methods adopted to improve student learning - **Group learning, Group Discussion and Debates on social issues from magazines/newspapers/journals, Role play, PowerPoint Presentations, intercollegiate paper presentations, Workshops, Guest Lectures, Field Visits, Film Shows**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities – **Sensitization of students with visits to Home for the Aged and social institutions**



35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. Intercollegiate paper presentation competition every year 2. Infotainment programme- -builds cohesion among students from all classes, -learning with entertainment -opportunity to discover latent talents among students 	<p style="text-align: center;">Weakness</p> <ol style="list-style-type: none"> 1. Lack of linkage with social organizations
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. Career option in fields like education, social work, management, civil services, bank, service sector, research assistants etc. 2. Scope for assimilation in various post graduate courses 	<p style="text-align: center;">Challenges</p> <ol style="list-style-type: none"> 1. Sustenance of Sociology in Gujarati medium

FUTURE PLANS

- To implement “FAMILY LIFE EDUCATION” for the students
- To arrange inter-disciplinary seminars.
- Motivate students to take up extension activities.
- Organization of UGC sponsored seminars.
- Undertake research studies with Research Cell.



DEPARTMENT OF ENGLISH

1. Name of the department : **English**
2. Year of Establishment : **1968**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., PhD., Integrated Masters; Integrated Ph.D., etc.) - **Only UG**
4. Names of Interdisciplinary courses and the departments/units involved - **Nil**
5. Annual/ semester/choice based credit system (programme wise) – **Semester system**
6. Participation of the department in the courses offered by other departments - **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. – **IGNOU for Certificate course in Functional English**
8. Details of courses/programmes discontinued (if any) with reasons - **None**
9. Number of teaching posts: **09**

	Sanctioned	Filled
Professors	-	-
Associate Professors	05	05
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Mitalee Shome	M.A, DHE MPhil, PhD	Associate Professor	Diaspora Literature, Indian Writing in English	28 yrs	Guided 2 M Phil students from Alagappa University
Ms. Shubha Acharya	MA, B Ed	Associate Professor	English, Teaching English as a Second Language	22 yrs	-
Dr. Vijayalaxmi Koppikar	M.A., SET, PhD	Associate Professor	Modernism, Aesthetics, Indian Writing in English	19 years	Nil
Ms. Prabha Krishnan	MA, B.Ed, SET, Diploma in Journalism	Associate Professor	English Literature	18 years	Nil



Dr. Tamasha Acharya	MA, PhD	Associate Professor	Linguistics	17 years	Nil
Ms. Sheena Soman	M.A., B.Ed., SET	Assistant Professor	American Literature	14 years	Nil
Mr. Sujit R. Chandak	M.A., SET	Assistant Professor	Indian Writing in English	12 years	Nil

11. List of senior visiting faculty – **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **22%**
13. Student -Teacher Ratio (programme wise) - **1:100**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled - **Central Administrative office staff**
15. Qualifications of teaching faculty with D.Sc. / D.Litt./ PhD/ M Phil/PG: **PG – 9, M Phil – 2, PhD - 3**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received- **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received-
 - **Rs 150,000/- Two Minor Research funded by UGC**
18. Research Centre /facility recognized by the University- **NA**
19. Publications:
 - a) Publication per faculty: **Dr. Mitalee Shome (2), Ms. Shubha Acharya (2), Dr. Vijayalaxmi Koppikar(3) , Dr. Tamasha Acharya (3), Ms. Sheena Soman (1), Mr. Sujit Chandak (1)**
 - * Number of papers published in peer reviewed journals by faculty and students - **Dr. VijayalaxmiKoppikar(2), Dr. Tamasha Acharya (2)**
 - * Number of publications listed in International Database - **Ms. Sheena Soman (1)**
 - * Chapter in Books with ISBN no. - **Dr. Mitalee Shome (2), Ms. Shubha Acharya (2), Dr. VijayalaxmiKoppikar(1), Dr. Tamasha Acharya (1), Mr.Sujit Chandak (1)**
420. Areas of consultancy and income generated- **NA**
21. Faculty as members in-
 - a) National committees b) International Committees c) Editorial Boards- **Dr.Mitalee Shome (Chairperson - Board of Studies, Academic Council), Ms. Prabha Krishnan (Member of SSEASR)**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme: **100%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies - **NIL**
23. Awards/ Recognitions received by faculty and students-
 - **Dr. Mitalee Shome (Rashtriya Gaurav Award from International Friendship Society for competition in Women’s education)**
 - **Ms. Vinita Makwana (First in the University in English)**



24. List of eminent academicians and scientists/ visitors to the department -
- **Dr. Mitra Parekh- Head, Dept of English SNTD Women’s University**
 - **Dr. Sunanda Pal, Ex Head Dept of English SNTD Women’s University**
 - **Dr. Rimli Bhattacharya –Prof, Jawaharlal Nehru University, Delhi**
 - **Dr. Aniket Jawre- Prof , University of Pune**
 - **Dr. DeepthaAchar, Associate Professor, MSU Baroda, Vadodara**
 - **Dr. KamalakarBhat, Associate Professor, P.G. Department of English, Ahmednagar College, Ahmednagar**
 - **Professor Mala Pandurang, Dr BMN College of Home Science, Matunga, Mumbai**
 - **Dr.Kumudavalli Vasudevan, Retired faculty of Mumbai University**
 - **Dr. Geeta Chadha, RCWS,SNTD Women’s University**
 - **Ms. Shailee Sathyu, Theater personality, producer & director,**
25. Seminars/ Conferences/Workshops organized & the source of funding -
- **Writing In English: The Literary Response To Psycho-Socio-Political Changes In The Last Two Decades Of The Twentieth Century. Source of Funding: UGC**
 - **Reading Children : Children’s Literature in India (2012) UGC sponsored**
26. Student profile programme/course wise: **English Department offers English as a Compulsory Core Component to the entire Degree College (Arts and Commerce) at two levels – Higher Level (HL) for English medium and Lower Level (LL) for non- English medium students. English is also offered as a Disciplinary Component in Arts.**

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	HL-Elementary Course in Language and Communication Skills	100	93%
		LL- Basic Concepts in Language and Communication Skills	360	87%
	SEM II	HL- Elementary Course in Reading, Writing and Comprehension	100	74%
		LL - Basic Course in Reading, Writing and Comprehension	360	94%
BA II	SEM III	HL Advanced course in Language and communication Skills	106	66%
		LL-An Intermediate course in Language and communication Skills	345	76%
	SEM IV	HL- Advanced course in Writing and Comprehension Skills	106	67%
		LL- Intermediate course in Reading Writing and Comprehension.	345	88%
BA III	SEM V	HL- A course in effective Reading, Writing and Comprehension-I	103	96%
		LL -Advanced course in Reading, Writing and Comprehension	358	91%
	SEM VI	HL- A course in effective Reading,	103	100



		Writing and Comprehension-II		%
		LL- Advanced course in Language and communication Skills	358	94%
English Literature				
Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Basic Concepts in Literature Studies	28	94%
		Nineteenth Century Novel	28	56%
	SEM II	Critical Approaches and Language Skills	28	95%
		Romantic and Victorian Poetry	28	75%
BA II	SEM III	Poetic forms from the Renaissance to the 20th Century	17	100 %
		Indian Writing in English: pre-Independence to the Nehruvian Era	17	88%
		Children's Literature	08	100 %
	SEM IV	Poetry from Victorian and Modern period	17	91%
		Contemporary Indian Writing in English	17	89%
		The American Novel	08	98%
BA III	SEM V	Shakespearian Drama	21	100 %
		Introduction to the Novel Form	21	98%
		Literary Criticism : Classical to the 19th century	21	76%
		Early 20th century Literature(1900-1945)	21	97%
		Women's Writing in the Anglo –American Tradition	06	98%
	SEM VI	Introduction to Drama	21	98%
		20th century Novels	21	98%
		Contemporary Literary Theory and Criticism	21	98%
		The late 20th century literature (1945 onwards)	21	98%
		Women's writing in India	06	100 %

27. Diversity of Students – 95 % of the students is from the same state.
 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? – Nil
 29. Student progression

Student progression	Against % enrolled
UG to PG	5%
Employed	Placement Cell (central
<input type="checkbox"/> Campus selection	
<input type="checkbox"/> Other than campus recruitment	



30. Details of Infrastructural facilities
- a) Library - **Central library and departmental library**
 - b) Internet facilities for Staff & Students – **Yes**
 - c) Class rooms with ICT facility - **01 Audi-Visual room and 01 Auditorium (Common)**

 - d) Laboratories - **NO**
31. Number of students receiving financial assistance from college, university, government or other agencies: **Centralized disbursal of financial assistance to needy students**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
- **Organized a Theatre Workshop for students from all mediums (Expert-Suruchi Awchat)**
 - **Arranged a programme to commemorate the 150th birthday of Rabindranath Tagore with recitation of poems, readings from his plays, enactment and Rabindra Sangeet.**
 - **Organized an Inter collegiate programme to celebrate the literary aspects in Jane Austen’s Writings with paper presentations by Students (Ms. Manisha Ghatge and Ms. Silika Shetty-academicians)**
33. Teaching methods adopted to improve student learning -**Adaptation of short stories into plays, PPT presentations , Paper Reading, Wide Variety of Creative competitions –Picture talk, Dictionary use, Role Play, Group Discussions, Advanced course in Language and communication Skills, Movie screenings and discussions.**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
- Institutional Social Responsibility-
- **SETU- Intergenerational Interactional Project Bridging the Gap between Youth and Senior Citizens.**
- Extension Activities-
- **Visit to an orphanage “Swagat” where students taught orphans various activities (reading and writing)**



35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. Reaching out to every student in the college 2. Opportunities to excel through the four skills 3. Dramatization of texts involving vernacular medium students 4. Multicultural faculty 	<p style="text-align: center;">Weakness</p> <ol style="list-style-type: none"> 1. No Add-on or Certificate Courses
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. Motivate through various newer and more innovative methods of teaching 	<p style="text-align: center;">Challenges</p> <ol style="list-style-type: none"> 1. Teaching first generation learners who belong to diverse economic, social, cultural backgrounds

Future plans

- Departmental Magazine
- Add on Course
- More publications by Faculty



DEPARTMENT OF GUJARATI

1. Name of the department: Gujarati
2. Year of Establishment : **1968**
3. Names of Programmes / Courses offered (UG, PG, M Phil., PhD., Integrated Masters; Integrated Ph.D., etc.) : **Only UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester system**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts: Two

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Hitesh Pandya	MA, NET, PhD	Assistant Professor	Gujarati	11 Years
Nimisha Parmar	MA, B. Ed	Assistant Professor	Gujarati	5 Years

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nimisha Parmar – **18 Lectures per week**
13. Student -Teacher Ratio (programme wise): **01:20**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Central Administrative office staff**
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG: **PG-2; Ph.D-1**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **U.G.C. Grant of Rs. 50,000 for Minor Research**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:



18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

a) Publication per faculty- **Dr. Hitesh Pandya-5**

Number of papers published in peer reviewed journals (national / international) by faculty and students:

Article:

- **Creative Article “Maru Sukh”**
- **Vishwa Gujarati Bhashani Ujawani Sha Mate?” Maharashtra state Gujarati sahityaAcadmy.**
- **“Suresh Joshina Lalit Nibandho: Ek Abhyas” Published in ‘ETAD’ May 2011. Gramchetana Lalit nibandh – Budhiprakash- May 2012 NibandhkarParvinDarjiParab – January- 2013.**

Books with ISBN/ISSN numbers with details of publishers:

“Gujarati Nibandh Ma Vyatitragnu Alekhan” August 2010, Navbhart Sahitya mandir

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in: a) National committees b) International Committees c) Editorial Boards- **Nil**

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: **100%**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department:

Dhiruben Patel, Josheph Mekawan, Manilal H. Patel, YashwantTrivedi, RaghuvveerChaudhari.

25. Seminars/ Conferences/Workshops organized & the source of funding:

National:

- **57th Conference of ”GujaratinoAdhyapakSangh” (2008) sponsored by UGC**
- **Seminar-”Shri Josheph Mekawan Sarjak Yatra” sponsored by College**
- **Workshop for Creative Writing Skill - sponsored by College**
- **Workshop for New Syllabus – BA-II – sponsored by College**
- **Saksharyugin Sahityama Dharm Sanskriti Chitan- sponsored by College**
- **U.G.C. sponsored seminar on “Short Story Writer Pannalal Patel”**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Arvachin gadya Kruti	03	100%
		Anudit Kruti	03	100%
		Arvachin gadya Kruti Kavya Rasdarshan	03	66.66%
	SEM II	Arvachin Padhya Kruti, Apathit Gadhya Khandnu vivaran	03	100%
		Anudit Kruti	03	100%
		Arvachin Padhya Kruti, Apathit Gadhya Khandnu vivaran	03	66.66%
BA II	SEM III	Arvachin gadya Kruti	03	100%
		Gujarati Sahityano Itihas	03	100%
		Arvachin gadya Kruti	03	100%
	SEM IV	Arvachin Padhya kruti	03	100%
		Gujarati Sahityano Itihas	03	100%
		Padhya Kruti	03	100%
BA III	SEM V	Kavyashstra	04	100%
		Bhashasastra	04	100%
		Gujarati Sahityano Itihas	04	100%
		Sahitya Swarupno Udhara ane Vikas	04	100%
	SEM VI	Kavyashstra	04	100%
		Bhashasastra	04	100%
		Gujarati Sahityano Itihas	04	100%
		Sahitya Swarupno Udhara ane Vikas	04	100%

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA I	98%	02%	----
BA II	100%	0%	----
BA III	100%	0%	----

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc?: **Nil**

29. Student progression

Student progression	Against % enrolled
UG to PG	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	Placement Cell (central)



30. Details of Infrastructural facilities
- Library : **Yes**
 - Internet facilities for Staff & Students : **Yes**
 - Class rooms with ICT facility: **01 Audi-Visual room and Auditorium (Common)**
 - Laboratories: **No**
31. Number of students receiving financial assistance from college, university, government or other agencies : **20**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
- **Prof. Nalini Rawal –Ucharanni Prakriya**
 - **Dr. Rajesh Chheda- Stress Management**
 - **Dr. ManjuChheda- Poet Nahnalalni Sarjakta**
 - **Manilal H. Patel- Short story of Pannalal Patel**
 - **Dr. ManjuChheda- Karun Prashastinu Sawrupanetena lakshano**
 - **ShriDaxa Mawadiya**
 - **Yogita Modi**
33. Teaching methods adopted to improve student learning- **Nil**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities- **Nil**
35. SWOC analysis of the department and Future plans:

Strength	Weakness
1. Promote Cultural and literary Interest among students 2. Intercollegiate Competition every year (Drama, Dance, Singing, Recitation, Paper Reading, Dialogue, Essay writing, etc	Number of students opting for the subject is diminishing rapidly
Opportunities	Challenges
Career opportunities in the field of Radio, T.V., Theater, Media (Newspaper and Magazine) teaching (Translator, School, Colleges)	Popularity of English language rising among Gujarati students

Future plans

- **Workshop on translation with language departments**
- **UGC Sponsored Seminar**
- **Activities to promote Gujarati language in surrounding schools**
- **Visits to theatre for live experience of plays**
- **Arrange Guest lectures for students.**
- **Intercollegiate competitions**



DEPARTMENT OF HINDI

1. Name of the department: **Hindi**
2. Year of Establishment: **1993**
3. Names of Programmes / Courses offered: **UG and PG**
4. Names of Interdisciplinary courses and the departments/units involved: **-Nil**
5. Annual/ semester/choice based credit system (programme wise): **Semester System**
6. Participation of the department in the courses offered by other departments: **- Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. **:-None**
8. Details of courses/programmes discontinued (if any) with reasons :- **None**
9. Number of Teaching posts : **02**

	Sanctioned	Filled
Professors	—	—
Associate Professors	01	01
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Mahendra Guha	M.A, B.ED, PhD	Associate Professor	Poetry	20	02
Dr. Hiral.R. Thakor	M.A., M. Phil, Ph.D, NET	Assistant Professor	Novel	5	Nil



11. List of senior visiting faculty:- **None**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:- **Nil**
13. Student -Teacher Ratio (programme wise)-**1:120**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:- **Central Administrative office staff**
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG.: **PhD - 2**
16. Number of faculty with ongoing projects :**2 Major Project proposals submitted to ICSSR and U.G.C (with interview) awaiting response**
17. Departmental projects funded: **National Seminars funded by U.G.C : Rs 65000/- (2009)**
18. Research Centre /facility recognized by the University: **Dr. Mahendra Guha recognized as PhD guide by University**
19. Publications:
 - * a) Publication per faculty :**Dr. Mahendra**
 - * Number of papers published in peer reviewed journals: **5 papers**
 - * Chapter in Books: **Dr. Mahendra (1)**
 - * Books with ISBN/ISSN numbers with details of publishers: **Dr. Mahendra (2)**
Anang Prakashan,Delhi
 - * **Editor: Magazine,Ekantar (Quarterly)**
20. Areas of consultancy and income generated:- **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Board - **None**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme: **10%**
23. Awards/ Recognitions received by faculty and students: **Student Gunja Singh: Prize by University for High Scores.**
24. List of eminent academicians and scientists/ visitors to the department:
 - **Dr. Shivkumar Mishra(famous critic)**
 - **Rajendra Gupta(film artist)**
 - **Jagdamba Prasad Dixit(novelist & film story writer)**
 - **Vishwanath Sachdev (Ex editor, Navbharat Times)**
 - **Dr. Krishna Raghav(film and T.V. serial director & writer)**
 - **Vijaykumar (film T.V and theater artist)**
 - **Mujib Khan(theater artist)**
 - **Sandeep Nath (Film Lyricist)**
 - **Vijay Pandit(Film and T.V. Lyricist)**
 - **Dr. Shobhnath Yadav(Poet & writer)**



- **Surajpal Chauhan(Kathakar)**
- **Dr. Suraj Paliwal(Prof. & Critic)**
- **Navneet Chauhan(Prof. film & T.V. ,theater artist)**
- **Hridayesh Mayank(editor & poet)**
- **Dr. Satyadev Tripathi(prof. & theater critic)**

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National :

- **Seminar: Electronic Media aur Sahitya funded by U.G.C- 2009**
- **Seminar: Sampradaikta aur hindi Upanyas funded by college trust, Janseva Samiti**
- **Seminar: Swatantrayottar Hindi Upanyas funded by college trust, Janseva Samiti**
- **Workshop: Semester System and Curriculum 2011 funded by college**
- **Workshop: Patkatha lekhan funded by college trust, Janseva Samiti**
- **Workshop: Theater in collaboration with English dept.**

26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Hindi Kavya	75	94%
		Lekhan Kaushlya	75	100%
	SEM II	Adhunik Kathayen	75	100%
		Upanyas Vidha-Sheshyatra	75	94%
BA II	SEM III	Adhunik Padya	115	100%
		Sahitya Samiksha Tatha Alochna	115	98%
		Hindi Bhasha ka Itihas Aur Avdharna	115	100%
	SEM IV	Adhunik Gadya: Ekanki	115	100%
		Sahitya siddhant	115	96%
		Rachna kaushal	115	95%
BA III	SEM V	Adhunik Nibandh-Jindagi Muskurai	119	100%
		Prachin Evam Madhyayugin Kavya	119	100%
		Hindi Sahitya Ka Itihas(Prachin Evam Madhyakalin)-	119	98%
		Vishishta Kritiyan(Muavje-Bhishmasahani)	119	98%
		Hindi Vyakaran	119	95%
	SEM VI	Katha Sahitya- Ek Duniya Samanantar	119	100%
		Aadhunik Prabandha Kavya-Kamayani	119	98%
		Hindi Sahitya Ka Itihas- Aadhunik Kaal	119	95%
		Vishishta Kritiyan-Shambook	119	100%
		Hindi Ki Aitihasic Prishtabhoomi	119	88%

27. Diversity of Students; 90 % of the students are from the same state.

28. How many students have cleared national and state competitive examinations :

None



29. Student progression

Student progression	Against % enrolled
UG to PG	90%
Employed • Campus selection • Other than campus recruitment	Placement Cell (central)

30. Details of Infrastructural facilities

a) Library: **Yes**

b) Internet facilities for Staff & Students: **Yes**

c) Class rooms with ICT facility: **01 Audi-Visual room and 01 Auditorium (Common)**

d) Laboratories: **None**

31. Number of students receiving financial assistance from college, university, government or other agencies : **Centralized disbursal of financial assistance to needy students**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

- **Patkatha Lekhan**
- **Translation**
- **Poetry and Essay Writing**
- **Special Lectures**
- **Workshops(Theater, Poetry, essay etc)**

33. Teaching methods adopted to improve student learning: **Projector, internet, mobile, laptop, movies and serials screened and followed by discussions**

34. Participation in Institutional Social Responsibility: **SETU project**

35. SWOC analysis of the department and Future plans

Strength 1. Intercollegiate competitions 2. Workshops on Theatre and Poetry writing	Weakness 1.
Opportunities 1. Career opportunities as teachers, Drama Artist, Radio Announcer, Translator and Bank officer, Journalist and scriptwriter etc.	Challenges 1.

Future Plans

1. National level Seminars and workshops



DEPARTMENT OF MARATHI

1. Name of the department - **Marathi**
2. Year of Establishment - **1992**
3. Names of Programmes / Courses offered - **only UG**
4. Names of Interdisciplinary courses and the departments/units involved - **Marathi and Music Dept.**
5. Annual/ semester/choice based credit system (programme wise) **Semester System**
6. Participation of the department in the courses offered by other departments - **Hindi and Gujrati**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. - **Nil**
8. Details of courses/programmes discontinued (if any) with reasons- **Nil**
9. Number of Teaching posts: **03**

	Sanctioned	Filled
Professors	-	-
Associate Professors	02	02
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. R.R Jadhav	M Phil, PhD	Associate Professor, Head of the Dept.	Marathi	19 yrs.
Ms. Meenakshi Dadrawala	MA, M Phil	Associate Professor	Marathi	17 yrs.
Mr. Ravindra Kamble	MA	Assistant Professor	Marathi	05 Years



11. List of senior visiting faculty- **Nil**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty- **None**
13. Student -Teacher Ratio (programme wise)-**1:60**
14. Number of academic support staff - **Central Administrative office staff**
15. Qualifications of teaching faculty.- **M Phil –1, Ph. D – 1, PG -3**
16. Number of faculty with ongoing projects - **None**
17. Departmental projects funded by UGC. and total grants received – **Ravindra Kamble UGC Minor Research Rs.100000 Sanctioned.**
18. Research Centre /facility recognized by the University- **Nil**
19. Publications:
 - * a) Publication per faculty - **Meenakshi Dadrawala (3)**
 - * Number of papers published in peer reviewed journals (national / international) by faculty and students - **Meenakshi Dadrawala -2 (article published by the Marathi dept of University of Mumbai),**
 - * Chapter in Books: **Meenakshi Dadrawala (1-with ISBN number)**
20. Areas of consultancy and income generated- **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards – **Dr. R. R. Jadhav (Member of BOS, Academic Council, Faculty of Social Science, Senate)**
22. Student projects
 - a) Percentage of students who have done in-house projects: **100 %**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies- **Nil**
23. Awards/ Recognitions received by faculty and students- **Nil**
24. List of eminent academicians and scientists/ visitors to the department-
 - **Shahir Sable (Versatile actor in Folk Literature)**
 - **Dr. Vijay Marulkar (Academician)**
 - **Dr. Alka Matkar (Academician)**
 - **Dr. Ashok Rane (Film Critic)**
 - **Sindhutai Sapkal (Woman activist and social worker)**
 - **Dr. S G Deshpande (Academician)**
 - **MS. Shobha Bondre (Writer)**
 - **Ms. Aarti Kadam (Journalist)**
 - **Ms. Lalita Tamhne (Film Critic)**
 - **Ms. Ashwini Sakhalkar (Social worker)**



25. Seminars/ Conferences/Workshops organized & the source of funding
 a) National – UGC sponsored National level seminar on Folk Literature in Marathi(2011 -2012)

26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
BA I	SEM I	Aadhunik Gadya	30	100%
		Rachana Kaushalya	30	100%
		Aadhunik Gadya (AC)	65	98%
	SEM II	Aadhunik Padya	30	100%
		Lekhan Vidya	30	100%
		Aadhunik Padya (AC)	65	100%
BA II	SEM III	Marathi Lalit Gadya	28	100%
		Marathi Vyakran -1	28	95%
		Striyanche Sahitya	28	100%
		Marathi Lalit Gadya (AC)	71	95%
	SEM IV	Marathi Katha	28	100%
		Marathi Vyakran -2	28	96%
		Sahitychi Bhasha	28	100%
		Marathi Katha	71	100%
BA III	SEM V	Vangmain Vaad	32	98%
		Marathi Vangmyacha Itihas1	32	100%
		Aatmapar Lekhan	32	100%
		Marathi Kadambari	32	100%
		Prasar Madhyasathi Marathi	32	100%
	SEM VI	Kavyshashtra	32	100%
		Marathi Vangmyacha Itihas2	32	100%
		Marathi Natak	32	100%
		Samkalin Sahitya-Gramin Sahitya	32	100%
		Grantha Parikhan Aani Granth Parichya	32	100%

27. Diversity of Students- **100% students from same state**

28. How many students have cleared national and state competitive examinations –
Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	25%
Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment 	Placement Cell (central)



30. Details of Infrastructural facilities
- Library - **Central Library**
 - Internet facilities for Staff & Students- **Yes**
 - Class rooms with ICT facility- **Centralized disbursement of financial assistance to needy students**
31. Number of students receiving financial assistance: **NIL.**
32. Details on student enrichment programmes: Interdisciplinary **programme on Ashadi Ekadashi with Music department**
33. Teaching methods adopted to improve student learning - **Open discussions, one to one teaching, OHP, films, educational visits to the press /publishing house/All India Radio.**
34. Participation in Institutional Social Responsibility: **SETU project**
35. SWOC analysis of the department and Future plans

Strength	Weakness
<ol style="list-style-type: none"> Preparation for Competitive examinations such as MPSC and UPSC examinations Job oriented syllabus (mass media field) Visits to press and All India Radio. Cultural affinity (a procession “dindi” is carried out to Marathi medium schools in Malad area) Enhancing Reading and presentations 	<ol style="list-style-type: none"> NIL.
Opportunities	Challenges
<ol style="list-style-type: none"> Opportunity to make a career in the field of print media, electronic media, advertising, copy writing, radio (radio jockey), or as a compare and teacher 	<ol style="list-style-type: none"> NIL.

Future Plans.

- **National level seminar on rural oral literature.**
- **Workshop for the school teachers teaching in the Marathi medium schools.**
- **Workshop on the methods of translations.**
- **Visit to the Antarbharati Suvidha kendra at Mangaon.**
- **Marathi pradhyaapakparishad.**
- **Bilingual seminars with language departments.**



DEPARTMENT OF ACCOUNTANCY

1. Name of the department : **Accountancy**
2. Year of Establishment : **1978**
3. Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) - **B.Com, Certificate Course in Stock Market with Commerce Department.**
4. Names of Interdisciplinary courses and the departments/units involved :
01(Certificate Course in Stock Market)
5. Annual/ semester/choice based credit system (programme wise) : **B.Com 4 credits for each paper (Semester Pattern)**
6. Participation of the department in the courses offered by other departments- **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.-
Nil
8. Details of courses/programmes discontinued (if any) with reasons - **Nil**
9. Number of Teaching posts -

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	01	01
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mahendra Joshi	C.A., L.L.B	Head of the Department	Accountancy	30	Nil
Parag Thakkar	M.Com, C.A., M.Phil.	Associate Professor	Accountancy	21	Nil
Dr. Rajesh U. Chheda	C.A., C.P.A (USA), Ph.D.	Associate Professor	Accountancy	19	Nil

11. List of senior visiting faculty - **No**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty - **25%**
13. Student -Teacher Ratio (programme wise) - **1:80 (English medium), 1:10**



(Gujarati medium)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – **Central Administrative Office Staff**
15. Qualifications of teaching faculty with D.Sc./ D. Litt./ PhD/ M Phil/PG. – **Refer to Point 10**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received - **Nil**
18. Research Centre /facility recognized by the University - **Nil**
19. Publications:
 - * a) Publication per faculty - (**Dr. Rajesh Chheda -10, Mahendra Joshi -02, Parag Thacker-02**)
 - * Chapter in Books -**Dr. Rajesh Chheda-06, Mahendra Joshi-02, Parag Thacker-02**
 - * Books with ISBN/ISSN numbers with details of publishers - **Rajesh Chheda-02**
20. Areas of consultancy and income generated - **Nil**
21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Board - **Mahendra Joshi, member in finance committee of Bharat Scouts And Guides**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme – **100%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies - **Nil**
23. Awards/ Recognitions received by faculty and students –
Rajesh Chheda – Outstanding Research Contribution Award from Mumbai University, recognised as guide for Ph.D. Students by Amravati University
24. List of eminent academicians and scientists/ visitors to the department - **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding
 - a) National - **Nil**
 - b) International - **Nil**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
B.Com I (Eng & Guj)	SEM I	Financial Accountancy-I	389	92
	SEM II	Financial Accountancy-II	384	92
B.Com II (Eng & Guj)	SEM III	Financial Accountancy-III	350	95
		Additional Accountancy I	176	88
	SEM IV	Financial Accountancy-IV	387	88
		Additional Accountancy II	164	96
B.Com III (Eng & Guj)	SEM V	Management Accountancy	309	79
		Corporate Auditing	123	75
		Costing And Income Tax	232	76
	SEM VI	Management Accountancy	309	78
		Corporate Auditing	123	77
		Costing And Income Tax	232	72

27. Diversity of Students :

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Com. I	98%	2%	Nil
B.Com. II	98%	2%	Nil
B.Com. III	98%	2%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - NET -01

29. Student progression

Student progression	Against % enrolled
UG to PG	10% approx
Employed <ul style="list-style-type: none"> Campus selection Other than campus recruitment 	Placement Cell (central)
Entrepreneurship/Self-employment	10% approx

30. Details of Infrastructural facilities

- Library - **Central Library**
- Internet facilities for Staff & Students - **Yes**
- Class rooms with ICT facility – **01 Audi-Visual room (Common)**
- Laboratories – **N A**

31. Number of students receiving financial assistance from college, university, government or other agencies – **Centralized disbursal of financial assistance to needy students**



32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts - **Yearly 06 programmes relating to budget analysis, career guidance, personality development with experts from industry**
33. Teaching methods adopted to improve student learning - **Case Studies, Projects, Audio Visual Learning**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities - **Environment Protection and Cleanliness Drive**
35. SWOC analysis of the department and Future plans –

Strength	Weakness
<ol style="list-style-type: none"> 1. Experienced professional chartered accountants 2. Department having tie up with industry and professional and social organizations 3. Teaching with latest and updated technology 	<p>High student teacher ratio</p>
Opportunities	Challenges
<ol style="list-style-type: none"> 1. Motivation to students for higher and professional studies 2. Placement assistance to students 3. Tax and Accountancy guidance 	<p>None in particular</p>

- FUTURE PLANS:
1. Online technology for web assisted teaching
 2. Organizing International Seminar in College
 3. More tie ups with professional and social organization



DEPARTMENT OF COMMERCE & LAW

1. Name of the department – **Department of Commerce**
2. Year of Establishment – **1978 (English Medium) 1984(Gujrati Medium)**
3. Names of Programmes / Courses offered (UG, PG, M Phil, PhD., Integrated Masters; Integrated Ph.D., etc.) – **Bachelor of Commerce, Masters of Commerce**
4. Names of Interdisciplinary courses and the departments/units involved- **Nil**
5. Annual/ semester/choice based credit system (programme wise) – **Semester System**
6. Participation of the department in the courses offered by other departments - **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.-**None**
8. Details of courses/programmes discontinued (if any) with reasons - **None**
9. Number of Teaching posts -**05**

	Sanctioned	Filled
Professors	-	-
Associate Professors	01	01
Asst. Professors	04	04

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of PhD. Students guided for the last 4 years
Mr. P.G. Jadhav	M.COM, M Phil	Assistant Professor (awaiting approval for Associate Professor)	Commerce	21 years	Nil
Dr. J.F. Mehta	M.Com, M Phil, PhD	Associate Professor	Commerce	23 years	05
Mrs. Smita Vora	M.Com, M Phil	Assistant Professor	Commerce	18 years	Nil
Dr. Sudha Deshpande	M.Com, SET, PhD, M.A(Eco)	Assistant Professor	Commerce	9 years	Nil
Mrs. Shobha Dighe	M.Com. LL.M	Assistant Professor	Commerce, Law	17 years	Nil



11. List of senior visiting faculty- **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty -**16 lectures per week**
13. Student -Teacher Ratio (programme wise) -**1:50**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – **Central Administrative office staff**
15. Qualifications of teaching faculty. - **PG – 5, PhD – 2, M. Phil- 3, LLM-1,**
16. Number of faculty with ongoing projects - **2 faculty members received grants from U.G.C for conducting Minor Research and they submitted the research in the year 2012**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received- **Nil**
18. Research Centre /facility recognized by the University -**Nil**
19. Publications:
 - a) Publication per faculty - **Dr. J F Mehta (25 publications)**
 - Number of papers published in peer reviewed journals (national / international) by faculty and students - **Dr. J F Mehta (12 articles with ISBN number, 8 articles with ISSN number, 2 Indexed Journals)**
 - Monographs –**Dr. J F Mehta (01)**
 - Chapter in Books- **Dr. J F Mehta (01)**
 - Books with ISBN/ISSN numbers with details of publishers- **Dr. J F Mehta (02/ISSN, 01/ISBN)**
 - **Distance Education Material (Book)- Dr. J F Mehta (1)**
20. Areas of consultancy and income generated - **NIL**
21. Faculty as members in
 - a) National committees: **Dr. J F Mehta (All India Research Association), Mrs. Smita Vora (All India Commerce Association)**
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme – **100%**
 - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies - **Nil**
23. Awards/ Recognitions received by faculty and students- **01(Dr. J F Mehta)**
24. List of eminent academicians and scientists/ visitors to the department - **Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding - **Nil**



26. Student profile programme/course wise:

Class	Semester	Paper	Appeared	Pass %
B.Com I (Eng & Guj)	SEM I	Principles of Business Management	360	92%
	SEM II	Marketing Management	360	89%
B.Com II (Eng & Guj)	SEM III	Customer Relationship Management	342	86%
		(Elective Component)	90	97%
		1.Introduction to Advertising	90	63%
	SEM IV	2. Export Management -I	90	63%
		Introduction to Banking and Insurance	342	86%
		(Elective Component)	90	95%
B.Com III (Eng & Guj)	SEM V	1.Techniques of Advertising	60	94%
		2. Export Promotion and Finance	60	94%
		Modern Finance	320	87%
		Banking and Finance-I	85	94%
	SEM VI	Banking and Finance-II	85	96%
		Banking and Finance-III	85	94%
		Banking and Finance-IV	85	93%
		Banking and Finance-V	85	96%
		Banking and Finance-VI	85	93%

27. Diversity of Students -

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Com	98%	2%	----

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – **NET – 01**



29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to M. Phil.	3%
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	Placement Cell (central) -

30. Details of Infrastructural facilities

a) Library - **Central library**

b) Internet facilities for Staff & Students - **Yes**

c) Class rooms with ICT facility - **01 Audi-Visual room and 01 Auditorium (Common)**

31. Number of students receiving financial assistance from college, university, government or other agencies- **10 students gets free ship and scholarship**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts –

NAME OF THE EXPERT	TOPIC	NO.OF STUDENTS BENEFITTED	YEAR
Mrs. Rege, Branch Manager, Saraswat Co-op Bank, Malad	Workshop on Banking system in India	110	2008
Mrs. Malini Kashyap, Asst Manager cum Speaker of ICFAI University	Career option in Management	230	2008
Mr. Sunil Sheth, Marketing Executive of Punjab National Bank	Procedure for opening saving account with zero Balance	350	2008
Mrs. Suchita Shinde, Asst General Manager, HDFC Standard Life	Workshop on how to become a financial consultant	230	2009
Dr. Ranjanben Maniar, Gynecologist	Women and Health and Aids awareness	275	2010
Mr. Anand Gupta, Senior manager of Dhanlaxmi Bank	One day workshop Core Banking Solution	180	2011
Chandrashekar Thakur, Head Investor Education	Workshop on stock market operations	200	2012



Central Depository service India Ltd			
Mrs. Pratima Shelar (-Advocate High Court)	Domestic Violence Act 2005.	150	2013

33. Teaching methods adopted to improve student learning- use of Audio Visual Aids, G.K competitions, debate, presentations by the students, news readings- **Audio Visual Aids, G.K competitions, debate, presentations by the students, news reading**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- **Visit to Dongarich Pada near Dana Pani Beach was arranged .75 students visited this place and conducted primary survey which was followed by distribution of Diwali sweets, stationery and clothes (2009-10)**
 - **In order to sensitize the student One day visit to Missionaries Of Charity, an orphan age run by Mother Teresa at Vile Parle West was arranged in 2010-11. 50 students participated and distributed Baby products like milk powder, baby soap, and baby shampoo. Students and faculty members contributed Rs 4500/- as a donation to the orphan Age**
 - **A visit to Shrilanka pada was organized in 2011-12. 75 students had interaction with members of Mahila Mandal and discussed their problems and gave them information about their rights. Price list of commodities distributed through public distribution system were discussed with the members**
 - **The issuing of Pan card was extended to community level (ShriLankapada Malad west, Slum area) which would help community people to acquire ADHAAR card in future for identity purpose.**



35. SWOC analysis of the department and Future plans

<p style="text-align: center;">Strength</p> <ol style="list-style-type: none"> 1. One of the few colleges in the University offering specialization in Banking & Finance at T.Y. B.Com. 2. Job opportunities in the financial sector 3. 90% Faculty involved in research 4. Tie ups with many Bankers & Industries (Linkages) 	<p style="text-align: center;">Weakness</p>
<p style="text-align: center;">Opportunities</p> <ol style="list-style-type: none"> 1. More tie ups with Industries (Linkages) to improve the relationship between college curriculums & industries requirements. 2. To have even more industrial experts to provide industry base practical knowledge. 3. Organizing workshops in the areas of industries, finance, law to enhance sectoral knowledge skills in the students which leaned kept them in desiring their career. 	<p style="text-align: center;">Challenges</p> <ol style="list-style-type: none"> 1. Teaching first generation learners who belong to diverse economic, social, cultural backgrounds

Future plans

- Providing social service through visits to slum areas.



DEPARTMENT OF BACHELORS IN MANAGEMENT STUDIES

1. Name of the department :- **Bachelor in Management Studies**
2. Year of Establishment :- **2003**
3. Names of Programmes / Courses offered (UG, PG, M Phil., PhD., Integrated Masters; Integrated Ph.D., etc.):- **NIL**
4. Names of Interdisciplinary courses and the departments/units involved
 - **Bachelor in Computer applications**
 - **Bachelor in Mass Media**
 - **B com. With accountancy and finance**
5. Annual/ semester/choice based credit system (programme wise) :- **Semester based**
6. Participation of the department in the courses offered by other departments :- **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
 - **Course in “Understanding Stock Market” in association with Nirmal Bank Securities Ltd.**
 - **Course for language improvement in association with “Language Lab”**
 - **Course for inculcating Entrepreneurial skills. (UGC program)**
8. Details of courses/programmes discontinued (if any) with reasons :- **Nil**
9. Number of Teaching posts :- **As self financed courses criteria not applicable**
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience
Mr. R. R. Shah	M.Com., B. Ed.	Course Coordinator	General Management, Accountancy	38yrs.
Mrs. Vidyalaxmi Ratnakar	MCOM,M.B.A , D.L.L.&LW (cleared PET 2012)	In-charge	Human resource Management	7 yrs.
Mrs. Moni Mehta	M.B.A	Lecturer	General Management	7 yrs
Mrs. Nidhi Sisodia	MA., MBA	Lecturer	English, General Management	4 yrs



11. List of senior visiting faculty

Name	Qualification	Designation	Specialization	No. of Years of Experience
Mr. Kotadia	M.sc. (Stats)	Lecturer	Statistics	28
Mr. Nansi	BE	Lecturer	General Management	25
Mr. Selvagam	M hil, Bed.	Lecturer	Accountancy	18
Mr. Puneet Pania	MBA	Lecturer	General Management	10
Mr. Vikas Aggrawal	B.E. (Computers)	Lecturer	I.T.	8
Dr. Yasmeen Bhatia	PhD/MBA/ M.com/Bed	Lecturer	Marketing Management	15
Mrs. Sangeeta Jain	M.com Set	Lecturer	Financial management	9
Mrs. Shrividya	M.sc (math's) M.Phil	Lecturer	Statistics & Math	5
Mrs. Puja Aggrawal	M.C.A.	Lecturer	I.T.	5
Mr. Vinay Dubey	MA (ENG),& MASS COMM. B.ed	Lecturer	Mass communication	10
Mrs. Himani Singh	MCA, M.sc COMPUTER SCIENCE	Lecturer	I.T.	9
Mrs. Simran Sanyal	M.A.(Eng)	Lecturer	Language (English)	8
Mrs. Aann Jerry	B.E. MBA (H.R.)	Lecturer	H.R.	10

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty

Year	No. of faculties	Lectures delivered	%
2008 -2009	4	4 lectures per subject per week.	30
2009 -2010	5	4 lectures per subject per week.	40
2010 – 2011	5	4 lectures per subject per week.	40
2011 – 2012	3	4 lectures per subject per week.	20
2012 – 2013	3	4 lectures per subject per week.	20



13. Student -Teacher Ratio (programme wise) :- **1:13**
14. Number of academic support staff (technical) and administrative staff; **sanctioned and filled Centralized 4, departmental administrative staff 1 & technical staff 1**
15. Qualifications of teaching faculty with D.Sc. / D.Litt. / PhD/ M Phil/PG.
(Please refer question no 11)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: - **N.A. as self financed**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:- **N.A. as self financed**
18. Research Centre /facility recognized by the University:- **N.A. as self financed**
19. Publications: - **Nil**
20. Areas of consultancy and income generated:- **Nil**
21. Faculty as members in
* a) National committees b) International Committees c) Editorial Boards.....:- **Nil**
22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme **(100% as project is a part of their curriculum (minor research work on socio- economic issues))**
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies
32students with Nagrik Vikas Vikalp (NGO)
23. Awards/ Recognitions received by faculty and students

Faculty

Yr.	Award	Confronted by
2008	2 nd Prize	National Center For Quality Management
2010	3 rd Prize	National Center For Quality Management
2011	1 st Prize	National Center For Quality Management
2013	Gold Trophy	CCQM – Mumbai chapter



Students

Yr.	Award	Conferred by
2013	1 st prize Essay writing national level (Shreya Shetty TYBMS)	S.N.D.T. university
2012	Ms. Fizza Zariwala 1 st rank in university	S.N.D.T. university
2011	Ms. Prajakta Kalyankar 1 st Rank	S.N.D.T. university
2011	Gold medal in Intra-collegiate shuttle Hemangi Mulaye	S.N.D.T. university
2011	Gold medal & trophy in intercollegiate quiz competition Ms. Hemangi Mulaye	S.N.D.T. university
2011	Gold medal in shot put Ms. Bhumika Ahir	S.N.D.T. university
2011	Ms. Tejal Gold medal inter collegiate boxing tournament	S.N.D.T. university

24. List of eminent academicians and scientists/ visitors to the department

- **Mr. Chandra Shekar – Commodity market expert editor Hindu Business line group**
- **Mrs. Miriam Chandy Menacherry – Founder, Director of Filament Pictures**
- **Mrs. Suma Varughese – Editor, Life Positive Magazine**
- **Mr. Vivek Shetty – MD, Indus Communications**
- **Mr. Sharad Patel –MD, ASPEE group of companies**
- **Mrs. Shailaja Mulaye – Counselor, (Career guidance expert recognized by Mumbai university)**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National level-

- **In collaboration with MOP Vaishnav College, Chennai “OUTLOOK 2010”**
- **Media opportunities and challenges in collaboration with MOP Vaishnav College, Chennai**

b) International :- NIL



26. Student profile programme/course wise:

Year	Total no of Students	Total no of students passed	Pass percentage
2008-2009	43	26	62%
2009-2010	59	56	95%
2010-2011	50	48	98%
2011-2012	52	50	98%
2012-1013	55	53	96%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BMS	95%	4.9%	0.1%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M. Phil.	
Employed	
Campus selection	2%
Other than campus recruitment	30%
Entrepreneurship/Self-employment	2%

30. Details of Infrastructural facilities

- a) Library **Centralized and departmental reference library**
- b) Internet facilities for Staff & Students
 - **75 units for students,**
 - **3 units for teaching**
 - **3 units for non teaching**
- c) Class rooms with ICT facility: - **1classroom**



d) Laboratories:- **2 computer lab with ICT facility**

31. Number of students receiving financial assistance from college, university, government or other agencies

Year	No. of students
2009 – 10	5
2010 – 11	6
2011 – 12	7
2012– 13	7

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- **Training conducted by Tata consultancy services conducted by Mr. Puneet Tehran (NLP certified)**
- **Dr. Shobha Dedhia as resource person for faculty training (Evaluation system)**
- **Series of guest lectures by industry experts (on how to face interviews, career counseling) (Prof. Nansi, Mr. Sabar suttarwala Corporate trainer)**
- **Seminar on physiological health by Dr. Ranjan Manaiar (gynecologist)**
- **Workshop on developing interpersonal skills Mr. Amitabh Seth (psychologist)**
- **Technique for memory development by Mr. Sabbar Sutarwala**
- **Cybercrime awareness Mr. Laxmanan (Retd. Official EXIM bank)**

33. Teaching methods adopted to improve student learning

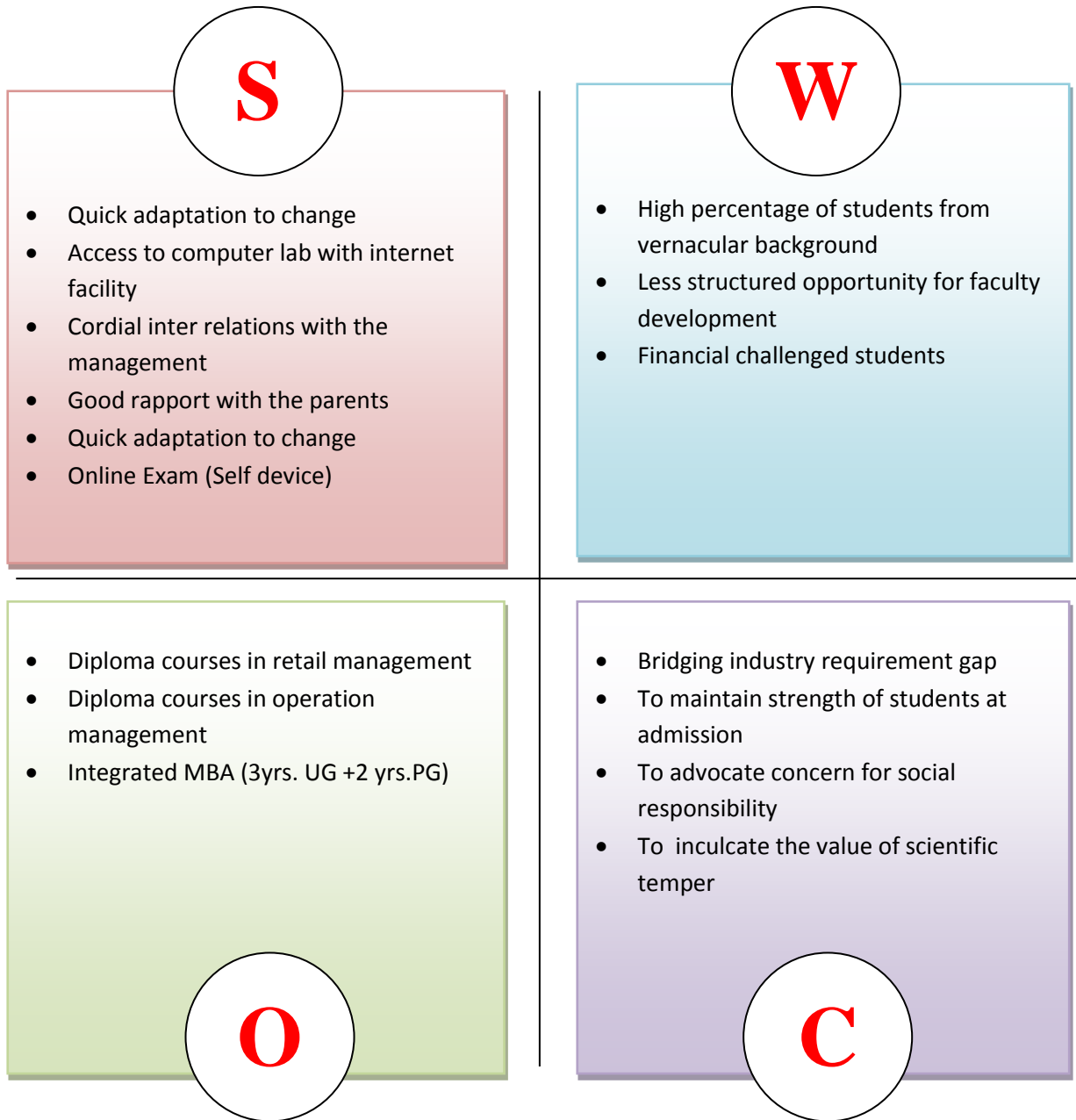
- **Usage of Audio Visual aid**
- **Self study**
- **Usage of computer internet aid teaching**
- **Role play enactment**
- **Industrial tour**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- **Vartika**
- **I-quest**



35. SWOC analysis of the department and Future plans



36. Future Plans:-

- **Start a corpus fund (Trust) to aid education of children who are academically sound but lack financial support**
- **To introduce video conferencing as a tool for teaching.**
- **Social activities under the guidance of NGO.**
- **To organize training sessions for entrance exams for (MBA)**
- **To start the linkages with prominent institutions (stock trading ,management institutions)**



DEPARTMENT OF BACHELOR IN COMPUTER APPLICATION

- 1 Name of the department :- **BCA**
- 2 Year of Establishment :- **2005**
- 3 Names of Programmes / Courses offered (UG, PG, M Phil., PhD., Integrated Masters; Integrated Ph.D., etc.) :- **UG**
- 4 Names of Interdisciplinary courses and the departments/units involved
 - **Bachelor of Accounting Finance and Insurance**
 - **Bachelor in Mass Media**
 - **Bachelor in management studies.**
- 5 Annual/ semester/choice based credit system (programme wise) :- **Semester**
- 6 Participation of the department in the courses offered by other departments :- **Nil**
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc.
 - **Industrial Collaboration with Innovator web solution and MICM.**
- 8 Details of courses/programmes discontinued (if any) with reasons :- **Nil**
- 9 Number of Teaching posts :- **As self financed courses criteria not applicable**
- 10 Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specializations	No. of Years of Experience
Prof. R.R. Shah	M.Com., B. Ed.	38 Years	Course Coordinator	38 Yrs
Mrs. Preety Jain	M.C.A., A.D.C.A	13 Years	In-Charge	12 Yrs
Mrs. Manasi Ghule	M.C.A	9 Years	Full Time Lecturer	11 Yrs
Mrs. Himani Singh	M.C.A, M. Sc (CS)	11 Years	Full Time Lecturer	9 Yrs
Mrs. Puja Agarwal	MCA	7 Years	Full Time Lecturer	7 Yrs
Shri Vidya	M Phil (Math's)	Lecturer	Maths	5 Yrs



11 List of senior visiting faculty

Name of the Teacher	Qualification	Year of Experience
Mr. Amit Bhatt	M.Sc.IT	10
Mr. Sanjay Deore	M.Sc.Com Sci	17
Mrs. Florence Noah	MSc(Maths)	14
Mr. Hiren Vakhariya	M.B.A Marketing and operation ,M.C.A	7 (COE of Innovator Web Solution
Mr. Paresh Seth	M.C.A	20 (Chairman of MICM)
Mr. Sanjay Mishra	M. Sc(Math's), B.ED	15
Mrs. Mansi Daggarwal	B Tech., M.C.A	8
Mrs. Asha Nanglia	M.A	14 Years
Mrs. Sangeeta Jain	M.Com. , SET	9 Years
Mrs. Simran Sanyal	M.A Mass Comm. M.A.(English)	8 Years
Ms. Anne Jerry	B.E, M.BA , HR	10 Years
Ms. Niral Shah	CA	14 Years
Mr Hiren Vakhariya	M.B.A Marketing and operation ,M.C.A	7 Years
Mr. Vikas Agrawal	B.E (pursuing M.C.A)	8 Years
Mrs. Shraddha Malu	M.C.A	3 Years

12 Percentage of lectures delivered and practical classes handled by temporary faculty

- 40%

13 Student -Teacher Ratio :- 1:12

14 Number of academic support staff (technical) and administrative staff; sanctioned and filled :- **Central Administration support + 2 technical staff+2 non teaching**

15 Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG.

(Please refer to answer no 11)



16 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :- **N.A. as self financed**

17 Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received :- **N.A. as self financed**

18 Research Centre /facility recognized by the University:- **N.A. as self financed**

19 Publications:

Himani Singh has published her chapter in Computer Graphics (UPTECH/ISRD)

20 Areas of consultancy and income generated

- **Consultancy for maintenance of Pc with Applitech**
- **Income generated through value added course.**

21 Faculty as members in

(a) National Committees b) International Committees c) Editorial Board

Preety Jain has worked as CAP coordinator from 2010 to 2013 April for BCA Examination and Worked as Special Invitee for Syllabus.

22 Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme :- **50%**

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: - **30%**
(MICM)

23 Awards/ Recognitions received by faculty and students

Faculty Achievement

Yr.	Award	Name of the Project	Conferred By
2008-2009	2 nd Prize	ECL = ECL Ease Communication Lapses to Elevate Communication Gap	National Center For Quality Management
2009-2010	2 nd Prize	Key Management	National Center For Quality Management
2010-2011	1 st Prize	Marching Towards Performance Excellence	National Center For Quality Management
2012-2013	Gold Trophy	Marching Towards Performance Excellence	CCQM – Mumbai chapter



Students Achievement

Yr.	Award	Name of the Student
2013	Won 2 nd prize in Chess competition at University level .	Pooja chaurasia
2012	BCA (3rd University Rank)	Sabina Sayyed
2011	BCA (1 st University Rank)	Harshada Joshi
2011	Won 2 nd prize in Debugging competition at Intercollegiate level.	Group of SYBCA Students
2011	Won 2 nd prize in Group dance competition at Intercollegiate level.	Group of SYBCA Students
2010	1 st Prize(Eng Elocution) Yuva Mahovtsav	Namrata Anchan
2010	1 st Prize(Hindi Debate) Yuva Mahovtsav	Namrata Anchan
2010	Won 2 nd prize in quiz competition at Intercollegiate level	Won 2 nd prize in quiz competition at Intercollegiate level Won 2 nd prize in quiz competition at Intercollegiate level students

24 List of eminent academicians and scientists/ visitors to the department

- a. **I.M Zahid ACP Goregoan has visited our College as a guest speaker for State Level Seminar on cyber crime Security and Networking.**
- b. **Mr. Viren Shah Director of Dynacons Ltd Goregoan has Visited our College as a guest speaker for State Level Seminar on cyber crime Security and Networking.**
- c. **Mr. Vinod Vaze Director of C.E.E visited our organization to speak on**



Emerging trends in Technology and its Applications

- d. Dr. G.T.Thampi principal of Pillai College Visited to speak on OOPS.**
- e. Dr. Ashiwin Visited our College to speak on Data Mining.**
- f. Mrs. Suma Varughese (Editor,Life Positive Magazine) visited our organization in State Level Seminar on Opportunities and Challenge in Media.**
- g. Mr. Bijoy Nambiar Director of Ravan Movie visited our organization to speak in National Level seminar outlook 10**

25 Seminars/ Conferences/Workshops organized & the source of funding

- a) State Level Seminar Organized by the Dept
 - **Recent Trends in Information Technology**
 - **Cyber crime Security and Networking**
- b) National Level Seminar Organized in Collaboration with MOP Vaishnav college Chennai
 - A) National level in collaboration with MOP Vaishnav College, Chennai**
 - “OUTLOOK 2010**
 - B) Media opportunities and challenges National level Seminar in**
 - Collaboration with MOP Vaishnav College, Chennai**
- c) **International :- NIL**

26 Student profile programme/course wise:

Name of the Course/programme (BCA)	Students Appeared	Pass percentage
2008-09	24	45.83%
2009 -10	24	75.00%
2010 – 11	30	90%
2011 – 12	41	73%
2012 – 13	47	93.67%



27 Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BCA	95%	5%	0.0%

28 How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? **Nil**

29 Student progression

Student progression	Against % enrolled
UG to PG	30%
Employed	
• Campus selection	10%
• Other than campus recruitment	20%
Entrepreneurship/Self-employment	5%

30 Details of Infrastructural facilities

a) Library: - Centralized **and Departmental Library**

b) Internet facilities for Staff & Students:-

- **75 units for students,**
- **3 units for teaching**
- **3 units for non teaching**

c) Class rooms with ICT facility: - **1 classroom**

d) Laboratories- **2 computer lab with ICT facility**

31 Number of students receiving financial assistance from college, university, government or other agencies

Facility for payment of fees in Installment in Unaided Course

Student of BCA has received Scholarship from Social District Welfare Office State Govt. In Year 2010 some of the students received scholarship from



Government of India.

Note: - From Year 2011 Government has decided to provide Scholarship to only Schedule Cast for unaided section.

Year	No. of students
2008-09	Nil
2009-10	5
2010-11	10
2011-12	4
2012-13	3

32 Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- **Training conducted by Tata consultancy services conducted by Mr. Puneet Tehran (NLP certified)**
- **Career Guidance Program conducted regularly (NIIT, Everon, Red Circle Oracle, Career Launcher, Aptech),and by Alumni student.**
- **Workshop on Pc Assembling every year by expert (Mr. Paresh Seth chairman MICM, Engineer from Applitech))**
- **Workshop and Seminar on Networking with Red Circle Oracle (Mr. Rajiv Garg)**
- **Seminar on Recent Topics in Information Technology by Eminent Personalities**
- **Series of guest lectures by industry experts (on how to face interviews, career counseling,) (Prof. Nansi, Mr.Sabar suttarwala Corporate trainer)**
- **Seminar on physiological health by Dr. Ranjan Manaiar (gynecologist)**
- **Workshop on developing interpersonal skills Mr. Amitabh Seth (psychologist)**
- **Cybercrime awareness Mr. .Laxmanan (Retd. Official EXIM bank)**
- **Project training by Industry Experts(Mr. Hiren Vakharia (Director of Innovator web Solution , Mr. Paresh Seth(Director MICM)**
- **Seminar on Right to information Act by Mr. Kausik Mahatre**
- **Seminar on SDLC by Mr. Bharat Vakharia.**



- **Seminar on Android Application Development by Sandeep Srivastava**
- **Seminar on Awareness on Consumer Forum**

33. Teaching methods adopted to improve student learning

- **Audio Visual Method**
- **Practical's**
- **Internet based Learning**
- **Usage of CD's and Magazines.**
- **Projects**

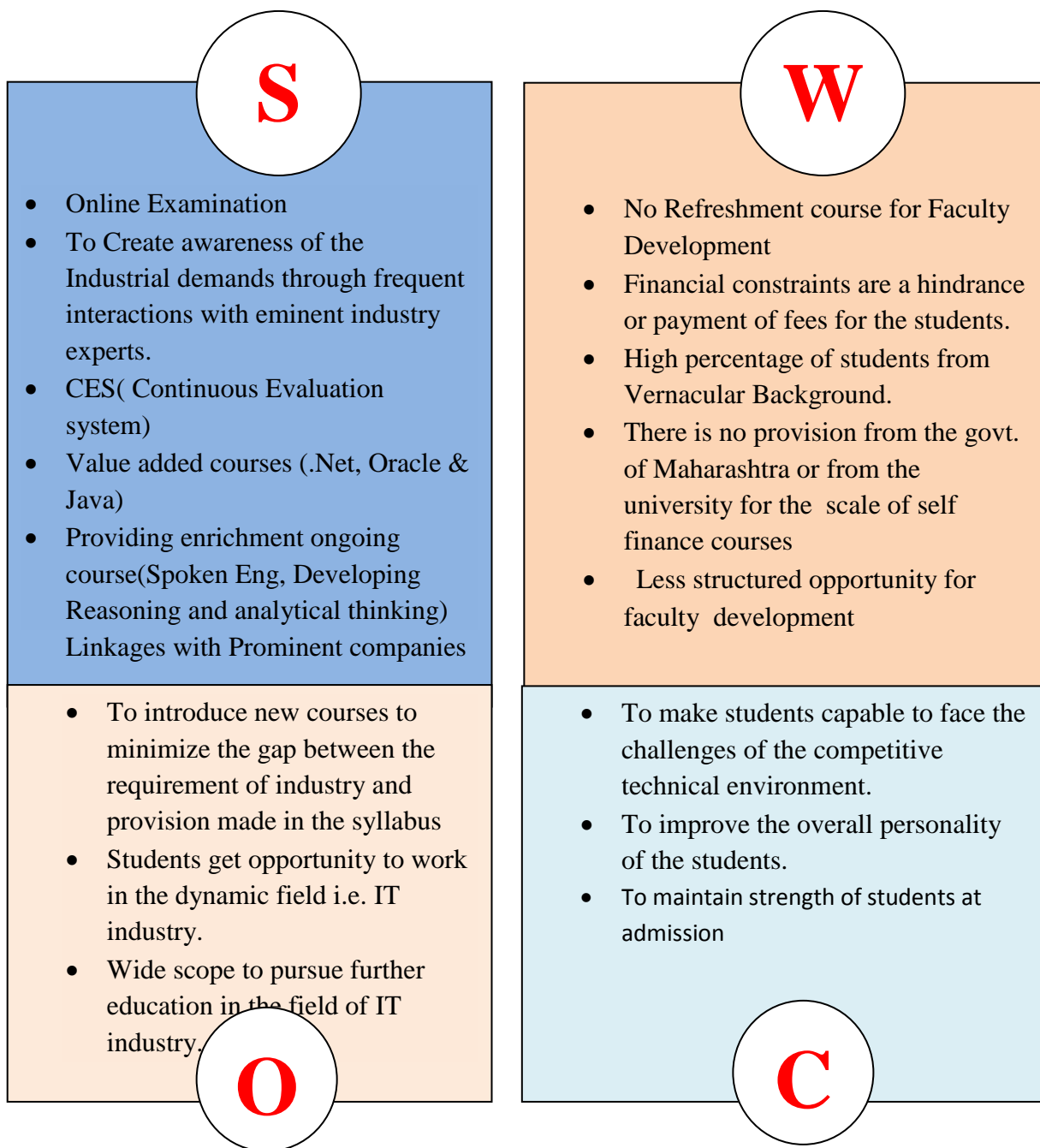
34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- **BCA Students have imparted computer Training to peons and underprivileged children**
- **I-quest(Intercollegiate Event)**
- **Young spring (Collegiate Event)**

Future Plans:-

- **To Organize National Level Seminar related to latest development in IT.**
- **New Value Added Courses will be introduced in Collaboration with Authorized Partners.**
Oracle Certification
Linux Certification
- **Interdisciplinary Projects will be undertaken.**
- **To Introduce E-Book at departmental level.**
- **To Start teacher and Student Forum at state level for exchanging their ideas and information and applications..**
- **PhD. Registration by BCA Faculty members.**
- **Utilization se of ICT Tools in teaching learning process.**

35. SWOC analysis of the department and Future plans





DEPARTMENT OF BACHELORS IN MASS MEDIA (BMM)

1. Name of the department: **Bachelors in Mass Media (BMM)**
2. Year of Establishment: **2011**
3. Names of Programmes / Courses offered (UG, PG, M Phil., PhD., Integrated Masters; Integrated Ph.D., etc.) : **U.G**
4. Names of Interdisciplinary courses and the departments/units involved :
 - **Bachelor of Accounting Finance and Insurance**
 - **Bachelor of Computer Application**
 - **Bachelor of management studies.**
5. Annual/ semester/choice based credit system (programme wise) : **Semester**
6. Participation of the department in the courses offered by other departments : **NIL**
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : **NIL**
8. Details of courses/programmes discontinued (if any) with reasons : **NIL**
9. Number of Teaching posts : **As self financed course criteria not applicable**
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,) :

Name	Qualification	Designation	Specialization	No. of Years of Experience
Asha Nangalia	MA English & MA Political science	Lecturer	English and Political Science	10 years
Simran Sanyal	MA Mass-communication & MA English	In-charge	English and Journalism and Public Relations	8 years
Vinay Dubey	MA Journalism & MA English, B.Ed	Lecturer	English and Journalism	10 years



11. List of senior visiting faculty:

S.no	Name	Qualification	Years of experience
1	Prof. R.R. Shah	M.Com., B. Ed.	38 years
2.	Mrs. Sangeeta Jain	M.Com with SET	9 years
3.	Mr. Vikas Shirode	M.C.A	8 years
4.	Mrs. Divya	M.C.A	12 years
5.	Mrs. Preeti Jain	M.C.A., A.D.C.A	13 years
6.	Mrs. Himani Singh	M.C.A, M. Sc (CS)	9 Years
7.	Mrs. Puja Agarwal	M.C.A	7 years
8.	Nidhhi Sisodiya	MA English and MBA	2 Years
9.	Pryianka Bhirade	Advanced Diploma in Animation	2 years

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **20%**

13. Student -Teacher Ratio (programme wise) : **1:8**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Central Administration support + 2 technical staff+2 non teaching**

15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG. :

P.G (Please refer to answer no 11)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

* a) Publication per faculty : **Asha Nangalia (Introductions to True Perceptions of Life) Published by Shilpesh Arts in 2012**

20. Areas of consultancy and income generated: **NIL**

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....**NIL**

22. Student projects

a) Percentage of students who have done in-house projects including inter



departmental/programme – **60% (As a part of their course completion)**

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **NIL**

23. Awards/ Recognitions received by faculty and students :

Sr.no	Name of student	Awarding college	Event	Position
1.	Aswini Manchekar	Vidya Vikas College	Photography	2 nd
2	Aswini Manchekar	Vidya Vikas College, Mumbai	On the spot photography with caption contest	3 rd
3	BMM students (SYBMM & TYBMM)	Mittal college of Arts, Mumbai	Street Play	2 nd

24. List of eminent academicians and scientists/ visitors to the department:

- Mr. Shashank Patil from Times Of India (Seminar on re-generating success)
- Animation artist from Zee Tele films Mr. Sujoy Gosh (workshop on Importance of Animation in present times)

25. Seminars/ Conferences/Workshops organized & the source of funding - **NIL**

26. Student profile programme/course wise: **First batch of BMM students will appear for the University exams in the academic year 2013-14**

27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BMM	95%	5%	0.0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? - **Nil**

29. Student progression : **N.A (as the first batch is yet to pass out in June 2014)**

30. Details of Infrastructural facilities

a) Library: **Central Library and departmental reference library**

b) Internet facilities for Staff & Students:



- **75 units for students,**
- **3 units for teaching**
- **3 units for non teaching**

c) Class rooms with ICT facility: **01 Audio- visual room and 01 Auditorium**

d) Laboratories: **Two computer laboratories (75 computers)**

31. Number of students receiving financial assistance from college, university, government or other agencies: 3 students received Scholarship from Social District Welfare Office, State Government in the year 2013-14

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

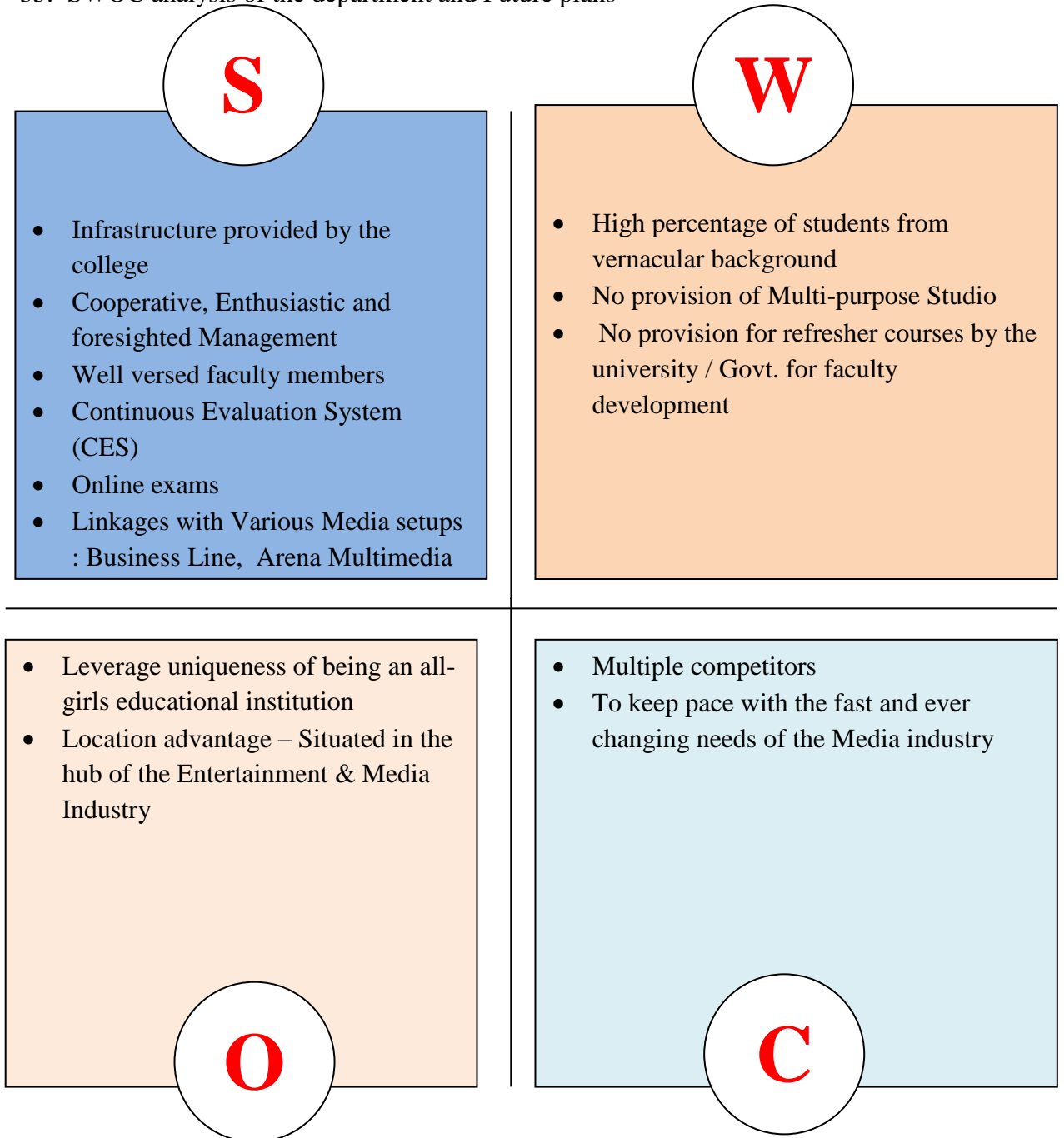
- **Montage Fest** – This fest gave the students an opportunity to interact with the directors of various movies and learn about the different aspects of film making.
- **92.7 BIG FM**– BMM students experienced the dynamics and thrill of going Live on radio. Students interacted with the R J Yameeni and learnt the nuances of being a Jockey.
- **Whistling wood International at Film city:** The students visited various film unit sets and interacted with the faculty of the institute. They were acquainted with the new trends in film industry and the requirements to be a part of it.
- **Workshop by a Radio Jockey:** Shiraz a renowned RJ conducted a voice modulation workshop for the students of BMM department. The workshop highlighted the need for variation in speech. The students were taught various methods to exercise their vocal cords and to make their voice impressive.
- **Visit to the Aakashvani Bhavan:** On 21 Dec the students got a chance to see the premier recording studio at Aakashvani Bhavan. This visit gave the students a chance to see techniques in recording of various events like, interview, songs, music, and live shows. The students also got a chance to speak to the HOD and discuss new trends in Media.
- **Visit to “Original Music Melody Sound & Music Recording Studio”:** students attended Sound & Song recording at the studio

33. Teaching methods adopted to improve student learning - Usage of Audio Visual aid, Projects, Usage of computer internet aid teaching, Role play enactment/ Presentations/ Street Plays, Industrial tours

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
NIL



35. SWOC analysis of the department and Future plans



Future Plans:

- **To get a multi specialty studio operational**
- **To Organize National Level Seminar related to emerging trends in media**
- **To start new value added courses : Creative writing, script writing**
- **To introduce a certification course in the field of R.J (Radio Jockey)**
- **Utilization se of ICT Tools in teaching learning process.**



**DEPARTMENT OF BACHELOR OF COMMERCE
(ACCOUNTANCY, FINANCE & INSURANCE) B.COM.(AF&I)**

1. Name of the department – **Bachelor in Accountancy, Finance & Insurance**
2. Year of Establishment-**2012**
3. Names of Programmes / Courses offered (UG, PG, M Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)-**UG**
4. Names of Interdisciplinary courses and the departments/units involved
 - **Bachelor in Computer applications**
 - **Bachelor in Mass Media**
 - **Bachelor in management studies.**
5. Annual/ semester/choice based credit system (programme wise) : **Semester**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts { **As self financed courses criteria not applicable**
10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specializations	No. of Years of Experience
Mrs Sangeeta Jain	M.COM,SET, ICWA(INTER)	In-charge	Management & Finance	9 yrs.
Mrs Niral Shah	C.A	Practicing C.A.	Accountancy	2yrs
Mrs Shilpa Thakkar	M.COM,CFA	Insurance consultant	Accountancy, Insurance	3 Years
Mrs Shilpa Thakkar	M.COM,CFA	Insurance consultant	Accountancy, Insurance	3 Years
Mrs Nidhi Sisodiya	MA,MBA	Lecturer	Language (English)	2 Years
Mrs Puja Agrawal	MCA	Lecturer	Computer	4 Years



11. List of senior visiting faculty

Name	Qualification	Designation	Specilization	No. of Years of Experience
Mr.R R Shah	M.Com, B. Ed	Co-Ordinator	Accountancy	38
Mr.Selvagam	M Phil, B. Ed	Lecturer	Accountancy	18
Mrs. Asha Nanglia	M.A	14 Years	English Language	8

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty

Yr	No. of facultyies	Subjects	Lectures delivered	%
2012-13	2	Insurance, Accountancy & Finance	2 lectures per subject per week.	30

13. Student -Teacher Ratio: **1:16**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Central Administration support + 2 technical staff+2 non teaching**

15. Qualifications of teaching faculty with D.Sc./ D.Litt./ PhD/ M Phil/PG.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received-:- **N.A. as self financed**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received-**Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications: **Nil**

20. Areas of consultancy and income generated -**NA**

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: **NA**



22. Student projects
- Percentage of students who have done in-house projects including inter departmental/programme- **Nil**
 - Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies-**Nil**
23. Awards/ Recognitions received by faculty and students-**Nil**
24. List of eminent academicians and scientists/ visitors to the department-**Nil**
25. Seminars/ Conferences/Workshops organized & the source of funding
- National : **Nil**
 - International: **Nil**
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BAFI-2012	21	21		F	100%
2013	63	63		F	-

*F=Female

27. Diversity of Students

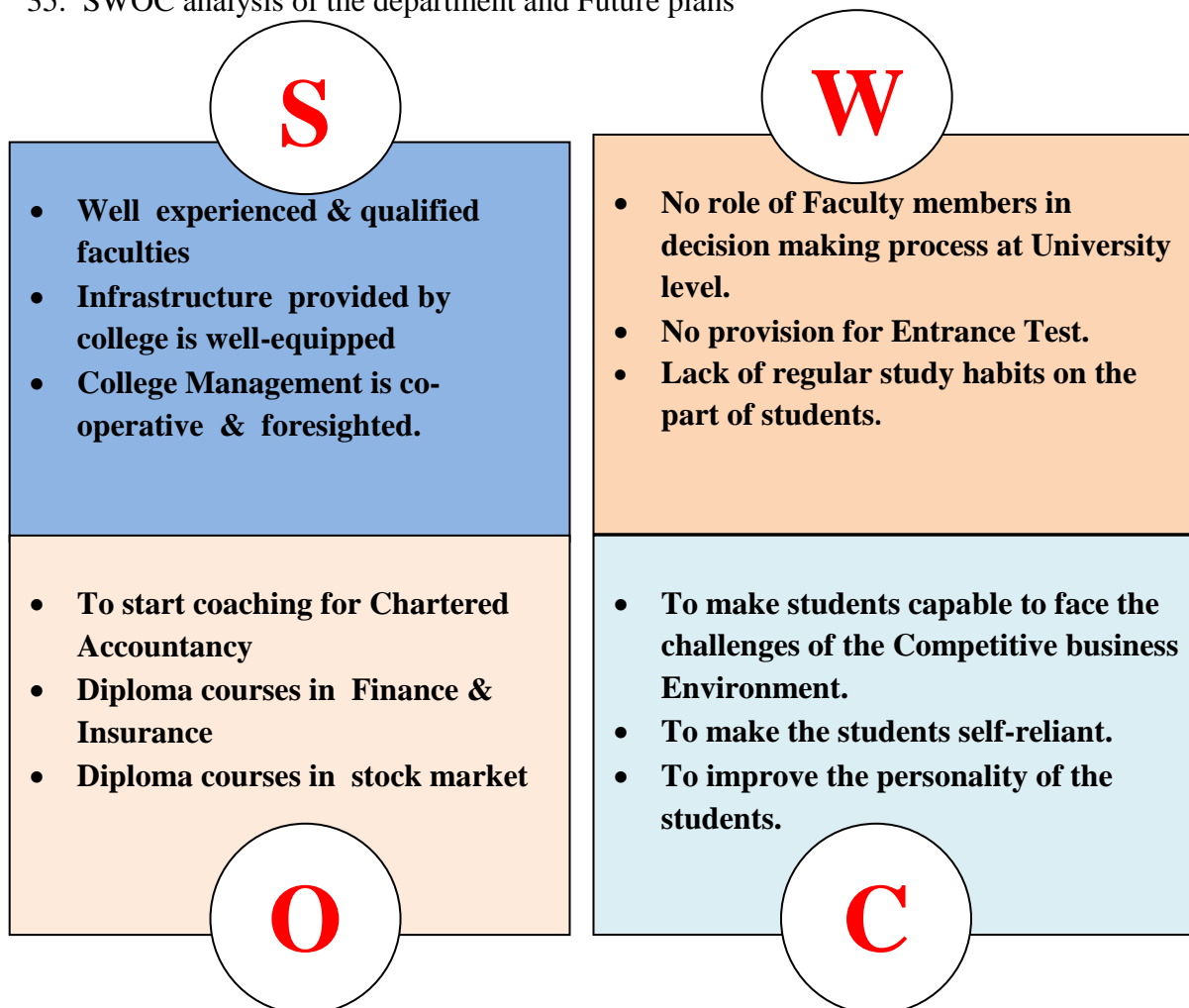
Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.com A.F.I.	98%	2%	----

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc? ? **NIL**
29. Student progression :- N.A. since the 1st batch will pass out in 2014 - 15
30. Details of Infrastructural facilities
- Library :- **Centralized and departmental reference library**
 - Internet facilities for Staff & Students:-
 - **75 units for students,**
 - **3 units for teaching**
 - **3 units for non teaching**



- c) Class rooms with ICT facility: - **1classroom**
- d) Laboratories- **2 computer lab with ICT facility**
31. Number of students receiving financial assistance from college, university, government or other agencies-**Nil**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
- **Training conducted by Tata consultancy services Resource Person Mr. Puneet Tehran (NLP certified)**
 - **guest lectures by industry experts (on how to face interviews, career counseling) (Prof. Nansi)**
 - **Guest Lectures by Professionals (financial topics i.e. Working capital management, capital market etc)**
 - **Seminar on physiological health by Dr. Ranjan Manaiar (gynecologist)**
33. Teaching methods adopted to improve student learning
- **Use of Presentation Techniques**
 - **Self study**
 - **Usage of computer(internet)**
 - **Industrial tours**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
NIL

35. SWOC analysis of the department and Future plans



Future Plans:-

- To start eligibility test at enrollment stage to improve quality of input (students).
- To develop creative tools for enhancing teaching learning experience.
- To inculcate professional entrepreneurial skills among students



CENTRE FOR POST-GRADUATE STUDIES (M.COM, M.A.–ECONOMICS, M.A.-HINDI)

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department:

Centre for Post-graduate studies in Economics, Hindi and Commerce

2. Year of Establishment: **2004-05**

3. Names of Programmes / Courses offered:

Post-graduation degree in the subjects of Economics, Hindi and Commerce

4. Names of Interdisciplinary courses and the departments/units involved: Ni

5. Annual/ semester/choice based credit system (programme wise) :

Semester System

6. Participation of the department in the courses offered by other departments:

Some Programs are conducted in collaboration with P.G. Departments of Commerce and Economics of SNDT Women's University

- A workshop on Research Methodology was conducted on behalf of the M.Com, SNDT University and Distance Education on 12th Aug 2013.
- Workshop on NET/SET was conducted on 4th March 2013 for MA and M.Com Students of the College and SNDT Women's University

There are many P.G. teachers from this college who have also contributed by the way of writing course material for MA and M.Com Students of Distance Education, SNDT Women's University. Dr. S.C. Patra, coordinator of P.G. Courses of this college has written the following courses for Distance Education in October 2013

- (1) Microeconomic Analysis-1 for MA, Part-1 Economics
- (2) Research Methodology for M.Com Part-II

The following assignments are in the process of completion are as follows:

- (1) Microeconomic Analysis-2 for MA, Part-1 Economics
- (2) Economics of Growth & Development-2 for MA Part-1 Economics

Ms. Ekta Shah, a faculty member from M.Com of this institution has co-authored in writing the course material for the following paper of M.Com II

- International Business for M.Com II



In 2012-13 and 2013-14, P.G. Departments of Economics and Commerce of this Centre have conducted workshops for newly introduced papers at M.A. & M.Com.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Marketing Assistant Course in collaboration with “Khadi Village Industry”.

The students of UG and P.G. of Economics are the beneficiaries from this

8. Details of courses/programmes discontinued (if any) with reasons: **Nil**

9. Number of Teaching posts: **16**

All three Post-graduate departments have highly professional, skilled and qualified staff and most of the staff members are visiting faculty since the courses are run under self-financing schemes without any financial aid from the government. However the functioning of these P.G. Departments are in accordance with the university rules and UGC guidelines.

There are two Permanent faculty members:

Dr. S. C. Patra: the coordinator of the Centre for Post-Graduate Studies.

Ms. Ekta Shah, M.Com & M.B.A. : Full time staff member

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. S.C. Patra	M.A., M. Phil, Ph.D., NET in Eco.	Associate Professor	Mathematical Economics & Econometrics	22 in UG 12 in PG	2 M.Phil & currently 2 Ph.D. students have submitted thesis and one is going to submit her thesis
Dr. Ruby Ojha	M.A., Ph. D	Associate Professor	Industrial Economics & International Trade	20 in UG 10 in PG	
Dr. Ceena Paul	M.A., Ph. D	Associate Professor	Industrial Economics	18 in UG 5 in PG	Guiding MA and M.Com students



Mr. V. Manikandan	M.A., M.Phil	Associate Professor	Industrial and Labour Economics	20 in UG 7 in PG	Guiding MA Economics students
Ms. Ekta Shah	M. Com & M.B.A	Assistant Professor	Finance & Accounts	3 in UG 2 in PG	Guiding M.Com students
Dr. Manisha Tambe	M.A., Ph. D & M.Ed.	Assistant Professor	Industrial and Labour Economics	3 in PG	Guiding MA & M.Com students
Dr. Jayshree Mehta	M. Com & Ph. D	Associate Professor	Finance & banking	20 in UG 2 in PG	Guiding M.Com students
Ms. Jayshree A Dhoot	M. Com & C.A,	Assistant Professor	Accountanc y	10 in PG	Guiding M.Com students
Mr. Vikram	M.Com, M.Phil & NET	Assistant Professor	Accountanc y	2 in PG	Guiding M.Com students
Ms. Neha Doshi	M.Com, M.Phil	Assistant Professor	Accountanc y	3 in UG 2 in PG	Guiding M.Com students
Dr .Sudha Sharma	M.A. Ph. D.	Retired Associate Professor	Women's studies	37 in UG 8 in PG	1 awarded P.D & 2 under submission of thesis
Dr. Pargnya Shukla	M.A. Ph. D.	Retired Lecturer	Modern Hindi Literature	8 in UG 7 in PG	Guiding MA students

11. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **100 %**
12. Student -Teacher Ratio (programme wise): **1:15**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.
1) PG = 15, 2) M.Phil = 5, 3) Ph.D = 12
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Not Applicable since these courses are placed under self-financing



17. Research Centre /facility recognized by the University: We have only MA Program

18. Publications:

* a) Publication per faculty

(1) Dr. S. C. Patra:

1. Business Economics for FY B.Com (Microeconomics), 2009
ISBN: 81-219-3089-8
2. Business Economics for SY B.Com (Macroeconomics), 2010
ISBN: 81-219-3252-1
3. Mathematical Techniques for Economic Analysis,
(For BA, B.Com, MA & M.Com Students of Indian Universities), 2011,
ISBN: 978-81-8488-494-4

- Number of papers published in peer reviewed journals (national / international) by faculty and students :
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books

Dr. S.C. Patra: Authored the following Chapter in the Text Book of “Contemporary Issues in Indian Society” Published by B.M. Ruia Girls College, Gamdevi, Mumbai

“Stubborn inflation in India and RBI policy interventions”, 2012

ISBN: 978-81-922913-0-7

Dr. Ceena Paul: Authored the following Chapter in the Book of “Contemporary Issues in Indian Society” Published by B.M. Ruia Girls College, Gamdevi, Mumbai

“Indo-Vietnam Trade Relations”, 2012

ISBN: 978-81-922913-0-7

Dr. Ceena Paul: Authored the following Chapter in the Book of “Leadership for Global Economy: A Pathway to sustainable Freedom” North American



Business Press, Washington DC, USA “Women Leading in a Global Economy” , 2013 ISBN: 9780985394974

* Books Edited

Dr. S.C. Patra: Edited textbook “A mathematical and Advanced Approach to Microeconomics (Demand Analysis and Market Structure, (Ed), 2012, ISBN: 978-93-5051-614-0

- * Books with ISBN/ISSN numbers with details of publishers
- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

19. Areas of consultancy and income generated: **Not Applicable**

20. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

Name of the Faculty Member	Name of organizations	Year
Dr. S.C. Patra	SNDT Student Teachers Economics Association,	Life Member
	Member of BOS, Mathematics	2011-12 till date
	Member of BOS, Statistics	2011-12 till date
	Member of Senate	2008-09
Dr. Ceena Paul	SNDT Student Teachers Economics Association,	Life Member

21. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: 100%
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: 30%

22. Awards/ Recognitions received by faculty and students:

Following students are in the merit list of the SNDT Women’s University:

- (1) Ms. Abeda Khan from MA Economics belongs to this institution, stood first not only in Economics Subject but also in the entire Social Science Stream of SNDT Women’s University in the academic year 2011-12.



(2) Ms. Anita Misra of MA Hindi belongs to this institution, placed in First Rank in SNDT Women’s University in the academic year 2010-11.

(3) Ms. Gita Trivedi of M.Com, belongs to this institution, was placed in Third Rank in SNDT Women’s University in the academic year 2010-11 with 73% aggregate marks in M.Com.

23. List of eminent academicians and scientists/ visitors to the department:

Name of Eminent Academicians	Topic	Year
Dr. J.D. Mehta	India going Global	2008-09
Dr. M.I. Patel, Mr. Manish Chouski, Mr. Bharat Patel	Budget Analysis & Post-Budget Scenario	2009-10
Dr. J.D. Mehta	Mergers & Acquisitions	2009-10
Mr. Manohar Jadhav	How to overcome stress during examinations	2009-10
Dr. Sanjeev Nigam	Role of LIC	2009-10
Mr. Raju Shah	Opportunities in Insurance sector	2010-11
Mr. Sunil Kadam	Miracles of science	2011-12
Mr. Sandeep Pawar	Myth & Reality	2011-12
Dr. Srinivasan	Bombay Stock Exchange	2012-13
Dr. Gunnar Gilbert	Young Adult Change & Social Change	2012-13
Mr. Sarde	Moral Values in life	2012-13
Mr. Rajendra Salve	Kothak Unati Project	2012-13
Mr. Bhavin Patel	e- banking	2012-13
Dr. J.D. Mehta	Retail Marketing	2012-13

24. Seminars/ Conferences/Workshops organized & the source of funding

a)National:

1. Two days UGC Sponsored National Level Workshop on “A Mathematical and Advanced Approach to Microeconomics: Demand Analysis & Market structure” organized in 2011 for UG and PG students of MA Economics and U.G. Teachers of SNDT Women’s University.

2. One day National Level Workshop was organized for “Content Analysis in Research Methodology” on 12th August 2013.

3. One day State level workshop on NET /SET was organized on 4th March 2013

25. Student profile programme/course wise:



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Economics & Commerce	90	10	----

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against % enrolled
UG to PG	25
PG to M.Phil.	20
PG to Ph.D.	5
Ph.D. to Post-Doctoral	Nil
Employed Campus selection Other than campus recruitment	Nil 5% in UG Level (By Kotak Unati) 5% in PG Level(became lecturer)
Entrepreneurship/Self-employment	2 %

30. Details of Infrastructural facilities (Available from Library, who maintains record)

- a) Library
- b) Internet facilities for Staff & Students
- c) Class rooms with ICT facility
- d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies:

* Fellowship is available to students for SC/ST and minorities in religion

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Name of the interdisciplinary course	Economics Department	Year
Consumer Awareness	Economics Department	2009 to 2013
Quantitative Methods	Economics Department	2010-11

33. Teaching methods adopted to improve student learning:



Group Discussions, use of OHP, Audio visual, Paper Presentation, Internet and PPT,

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- a) Visit to Adivashi Village (Dongracha pada)
- b) Visit to Old Age Home
- c) Industrial visit to Lonavala
- d) Visit to Bombay Stock Exchange
- e) Visit to Wholesale Market
- f) Visit to Pagoda
- g) Visit to agriculture farm at Vasai
- h) Visit to resorts

35. SWOC analysis of the department and Future plans

The department has the following strength to its credit:

- a) Students receive education in all four mediums (English, Marathi, Hindi and Gujarati)
- b) Training on Self employment in collaboration with Kora Kendra
- c) Post-graduation course in Economics for higher education to girls (M.A.)
- d) Value education from Sankruti Samvardhan Pratistahan
- e) P.G. Departments have highly qualified staff with many Ph.D's

The Department can go for the following:

- 1) The Departments will do more research based on field work and survey by P.G. students.
- 2) Department can have its own library for reference books on current topics from Economics for advance learners.
- 3) The department can have its M.Phil and Ph.D Programme in addition to its P.G. programme.

Future Planning of the Department:

- a) Planning to open research centre for economics.
- b) Strengthening of community Extension Work.
- c) More Workshop and Seminars.
- d) More enrichment courses
- e) Study tour for students.



GLOSSARY

- A.V. Room** - Audio Visual Room
- AC** - Academic Council
- ALERT** - Absent, Late, Early Record Table
- AMC** - Annual Maintenance Contract
- AOP** - Annual Operating Plan
- API** - Annual Performance Indicator
- AQAR** - Annual Quality Assessment Report
- BAFI** - B.Com. with Accounts, Finance and Insurance
- BEQET** - Best Educational Quality Enhancement Teams
- BMM** - Bachelor in Mass Media
- BOS** - Board of Studies
- CALS** - Computer Assisted Learning Solutions
- CASH** - Committee against Sexual Harassment
- CFL** - Compact florescent light
- CMP** - Complaint Management Process
- CNP** - Customer Need Process
- CR** - Class Representative
- DPP** - Departmental Performance Plan
- DRC** - Departmental Research Committee
- ECE** - Early Childhood Education
- EE&L** - Educational Excellence & Leadership
- EFQM** - European Foundation for Quality Management
- ELCB** - Earth Leakage Circuit Breaker
- FE** - Feedback & Evaluation
- FSC** - Faculty of Social Science
- GR** - Grievance Representative
- GS** - General Secretary
- HR** - Health Representative
- ICT** - Information Communication Technology



GLOSSARY

- ID** - Identification Data
- IGI** - Intergenerational Interaction
- IGNOU** - Indira Gandhi National Open University
- ILL** - Inter Library Loan
- IMC** - Indian Merchant Chamber
- IPP** - Individual Performance Plan
- IQAC** - Internal Quality Assessment Cell
- IT** - Information Technology
- JS** - Joint Secretary
- KPI** - Key Performance Indicator
- LBGM** - Level Base Grievance Mechanism
- LMC** - Local Managing Committee - This is a committee composed of College management members, Principal and representatives from the teaching and administrative (UG, PG and Professional Courses), administrative staff and expert from educational field. They take decisions on academic matters.
- MDSLSE** - M.D. Shah Life Skill Education
- MDSMC** - Shri Mohanlal Dharamshi Shah Mahila College of Arts and Commerce
- MS-CIT** - Maharashtra State - Certificate in Information Technology
- MSCIT** - Maharashtra State Communication Information Technology
- NCQM** - National Center for Quality Management
- PDCA** - Plan, Do, Check, Action
- PES** - Performance Excellence System
- PIE** - Planning, implementation and evaluation
- PTA** - Parent Teacher Association
- QC** - Quality Circle
- RBNQA** - Rama Krishna Bajaj National Quality Award
- RCWS** - Research Center for Women's Studies
- RRC** - Research Recognition Committee
- SDMS** - Student Data Management System
- SGA** - Small Group Activities



GLOSSARY

SL - Senior Leaders

SMS - Short Messaging System

SNDT - Shrimati Nathibai Damodar Thackersay

SOUL - System of University Library

SP - Strategic Plan

SPP - Strategic Planning Process

TCS - Tata Consultancy services

TISS - Tata Institute of Social Science

TQM - Total Quality Management

UG - Under Graduate

UGC - University Grant Commission

VM - Vision, Mission



Declaration by the Head of the Institution

I certify that the data included in this Self Study Report of Re-Accreditation (RAR) – Cycle 3 are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

I am aware that Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

Place : MALAD, MUMBAI

Date: 20th Day of November 2013