



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**SHRI M. D. SHAH MAHILA COLLEGE OF ARTS AND  
COMMERCE**

B. J. PATEL ROAD, MALAD (WEST), MUMBAI  
400064  
[www.mdsmc.ac.in](http://www.mdsmc.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri M. D. Shah Mahila College of Arts and Commerce is a Linguistic Minority Educational Institution. The college is a pioneer institution and the largest women's college in Mumbai offering education in four mediums of instruction.

The college has a visionary management with a mission to make education accessible to all women. The college was started in 1968 when women's education was not given priority. Due to the wholehearted support of the management, in the last five decades the college has started many new ventures so that they can attain financial freedom.

The college won the *first prize at District level Maharashtra Government award* "JagarJaniwancha" for its efforts towards gender sensitization in 2014. The college was also awarded the *Second prize at University at the University level* in 2014 for its efforts towards working for men-women equality and women empowerment. The College affiliated to SNDT Women's University is a prestigious college- *IMC-RBNQA Performance Excellence Trophy* winner.

The College is the only college to receive all the three prestigious awards hosted by the University – the "*Maharshi Karve Utkrushta Mahavidyalaya Puraskar*" (Best College Award) in 2015; the "*Maharshi Karve Utkrushta Shikshak Puraskar*" (Best Teacher Award) in 2015 and the "*Maharshi Karve Utkrushta Shikshaketar Karamchari Puraskar*" (Best Non-Teaching Award) in 2017. In fact, ours is the only college where the *Best Non-Teaching award is awarded twice*. We are indeed very proud of the achievements of our library attendant for getting the "*Maharshi Karve Utkrushta Shikshaketar Karamchari Puraskar*" (Best Non-Teaching Award) for the year 2018-19.

The NCC department was adjudged "*The Best NCC Unit*" and won the "*Vice Chancellor's Banner*" in 2019. Our student Ms. Bhagyashree Purohit was felicitated by the *Government of Maharashtra with Shiv Chatrapati Award* in 2019. It was the first time that the Shiv Chatrapati Award was given to a woman in boxing of Maharashtra.

The college has been actively taking part in the competitions organized by "National Centre for Quality Management" (NCQM) among the "Quality Enhancement Teams". The college has been a winner of NCQM-BQET first prize for many years.

### Vision

The vision of the college is "*To enlighten and empower women to become instrumental in enhancing the quality of society*".

The Institution's Value Orientated Inclusive Culture has resulted in broader vision transcending all narrow concerns. Although the college is Gujarati Linguistic Minority, no discrimination of any kind is made for admitting students. The students from all religious sections are given admission.

The college aims to provide students with quality educational experiences and support services that lead to a thinking and empowered individual. The management dreams of empowering women and due to their motivation the college has courses like Self-defense, Skill training etc. The management believes Gandhiji's philosophy that the mother of all freedom is the financial freedom. So the President of the trust provided seed money to start the Incubation Centre.

The management believes that no woman should be left behind from the ambit of higher education. They have invested more than 5 Crores in renovating and major repairs of the building to give maximum facilities to the students. The management firmly believes that as majority of students come from lower economic strata of society they should get experiences that will help them in life. A case- when the renovation was going on there was a question that why powder room with full length mirrors should be provided on all the floors. The consensus reply by the management members was – mirror is not just a physical property, it is one of the ways in which self-identity is developed. As majority of students may not have full length mirror in their houses, the mirrors in college, where they are uninhibited will help them to see themselves and have a positive self-identity!

Many of our students have made their name in the society and contributed to nation development- Ms. Kadambari Salvi, BMS alumni has started entrepreneur in food business KD's Kitchen giving employment to under privileged women; Ms Pooja Krishna, BA alumni, Director, Oyster HR Solutions works with Maharashtra Police to enhance the image of police personnel among common man and many more are contributing to enhance the quality of society.

## **Mission**

The mission of the college are-

- To provide education without discrimination to one and all
- To make economically and socially independent value oriented citizens
- To build competent confident, positively inclined individuals
- To expose academically weak students for higher education
- To encourage and help economically deprived students for higher studies

The college gives Preference to the economically challenged and marginalized and works towards bringing them to the main stream. The less fees, the installment facility to pay the fees, arranging for freship for helping in fee payment, arranging donors etc. help the girls to take up education. *The mission of the college is that no student should leave studies for want of money.*

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. The college imparts education to the girls of underprivileged sections of society who would not have studied otherwise
2. The college has a policy of giving admission on first come first serve basis and not essentially on merit.
3. Visionary, Proactive and Progressive management
4. Consistent appearance of students in the merit list

5. Four mediums of instructions
6. Conveniently located and easily accessible, the college has excellent infrastructure with sufficient number of Smart Class Rooms, Laboratories, Seminar Halls, LCD Projectors, Computers and Laptops. Chroma Room, Computer laboratories, Library, Students' Common Room help in experiential learning
7. 22 programmes in all are offered- 17 UG and 5 PG in Arts, Commerce and Management studies.
8. Sports is given lot of importance with the facilities of the Gymkhana, Big ground, Open Stadium, facilities of Indoor games, Gymnasium, Special Coaches etc. The students are encouraged to take part in Intercollegiate, Inter University and National level sports competition.
9. Emphasis is given to Girl student's health-Anaemia Eradication and Thalesemia detection project
10. The NCC has been declared the Best NCC Unit by the University
11. The Students' Council and NSS are vibrant units working for giving wide-ranging opportunities to students.
12. The Support staff is a dynamic unit- they organize an Intercollege competition and seminar; have own theme song. Only college to get the "Best Non-Teaching award" twice (Superintendent and a library attendant) in 2018 and 2019.
13. Environmental friendly practices like rain water harvesting, LED lights, Wet, Dry and e-waste management are practiced.
14. An atmosphere that nurtures Creativity and Innovation, which has resulted many process improvements
15. Focus on skill training- the college has a skill training Centre where students can get training in different courses like Tally, Retail management, GST, Android Applications, Digital Marketing etc.
16. "Dr. M. I. Patel Incubation Centre for Entrepreneurship" strives to make the students *Job-Providers*" rather than *Job-Seekers*

### **Institutional Weakness**

1. Being women's college continuity of their education is many a-times a problem due to socio-cultural challenges like family pressure for marriage and post marriage opposition to further post-graduate education, which affects students' academic progression.
2. Progression to further higher education suffers because many students come from economically weaker sections of society and have to support their families during and immediately after graduation.
3. The college is located in the Metropolis area and infrastructural expansion is restricted due to FSI regulations.
4. Lack of National and International students and faculty

### **Institutional Opportunity**

1. The college can introduce new programs and increase the number of divisions as there is increase in demand for admissions in new courses.
2. New job oriented courses can be started like Bachelors in Fashion Designing/ Bachelors in Fine Arts/ courses in sports management etc
3. Research can be strengthened by increasing the number of research centers and research guides.
4. The college can increase skill development, value added and vocational programs to enhance employability. These courses need to be incorporated and integrated in the regular Bachelors and

Masters' programs.

5. The college can develop Industry-Academia liaisons to strengthen on campus placements.
6. Industry oriented courses can be designed to ensure employability
7. Industrial internships can be strengthened

### **Institutional Challenge**

1. As the college offers many UG programs in Hindi / Marathi/ Gujarati medium of instruction, the student enrollment in those programmes is going down
2. As new programmes are not financially supported by the government, the fees is comparatively more than that of fees charged in Grant-in-Aid Programmes. As the college caters to the underprivileged section of society and that too – girls, student enrollment is a challenge in self-financed courses.
3. Strengthening experiential learning methods to supplement the current prescribed syllabi in the given time frame is sometimes a challenge.
4. The college has to explore possibilities of introducing updated and current trends under the existing curricular constraints of the affiliating University.
5. Resource mobilization from agencies apart from Government and UGC
6. Conventional Programmes in the aided stream minimizes employment opportunities

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College is affiliated to SNDT Women's University. It offers 22 programmes in all, Arts, Commerce and Management studies: 17 UG programmes, and 5 PG programmes. Senior faculty members are on Board of Studies of the different programmes at the university and also at various other BOS of autonomous colleges, contributing significantly in the area of curriculum design and development. 9 teachers are members of BOS, SNDT Women's University and Autonomous Colleges and one teacher is member of Faculty, SNDT Women's University. The syllabus for majority of the courses has been revised during last five years. In the assessment period 46 certificate and 19 value added courses have been conducted benefitting the students immensely. Academic flexibility is seen in the supplementary enrichment programmes and choice offered in curriculum as well as curricular transactions in four mediums.

The planning of the Academic and co-curricular activities of the college is executed by the IQAC before the initiation of the new academic year. Visualization of the curriculum is carried out by meticulous planning which is reflected in the Academic Calendar, IQAC Calendar and Departmental Calendar where important activities are planned regarding who, what, how, when and is indicated clearly.

POs, PSOs and COs are University driven and followed by the college. These are shared with the students in the beginning of each semester. Efforts are made to enhance the mode of outcomes to fulfil the Vision and Mission of the institution, and the needs of society. In the post accreditation period the college has implemented 3 new programmes and introduced 46 skill based courses thus fulfilling the recommendations of the Third Cycle Accreditation. The institution has also integrated cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.

Structured feedback on curriculum taken from students, parents, employers and alumni is analyzed and

suggestions are forwarded to BOS members. Analysis of the same is also displayed on the college website.

### **Teaching-learning and Evaluation**

Teaching learning activities include relevant context based education with a variety of value added, bridge, remedial, mentoring, enrichment courses, guest lectures, talks by alumni, exhibitions which assist students to develop academically.

Innovative teaching learning experiences enrich learning systems further. Recognising the presence of multiple intelligences in every classroom, initial tests by teachers', place learners in different categories. Steps taken to improve both advanced and academically weak learners include specialized coaching by Department of Accountancy, Economics, BAFI resulting in improved scores. Other facilities include coaching for competitive exams, peer to peer mentoring, mixed group activities.

The experiential and participative teaching methodologies promote context based seminars, workshops, student exchange programmes in alignment with present day demands. Academic calendar earmarks dedicated slots for important days, weeklong educative programmes, fests enabling literary and language based expositions. Community outreach activities include adopting local railway stations, interacting with adivasi malnourished children, shelter homes, orphanages. **IGI** an interactive programme between students and senior citizens helped to arouse empathy and promote communication. Entrepreneurial skill development programmes hone students creative and business abilities.

A gradual increase in using ICT classrooms has enabled a break from traditional pedagogical methods. Feedback from all stakeholders enforces an improvement in the quality mechanism of the college.

Continuous Internal Evaluation encourage students of varying capabilities to perform well. The robust exam grievance mechanism enables a transparent approach and redressal for students within a time bound frame. Under the recommendation of the Unfair means committee, students with issues are sent for counselling.

A significant move to map student progression in academic performance has helped analyse program attainment records.

To encourage leadership skills, students are placed in responsible positions in different committees. Meritorious student are rewarded with awards, scholarships, recognition on important occasions in the college. **Shri PU Mehta** awards recognise and reward students with remarkable progression in studies.

### **Research, Innovations and Extension**

Research, Innovation and Extension activities of the College are steered by Community Welfare Cell, and Research Cell of the **Performance Excellence System**. To promote a research environment, the research cell has initiated several actions

promoting faculty to apply for research projects, presenting papers in workshops

publishing in Journals and books-

Minor Research, 3, Journals-83, Chapters in Books / Book - 35 and Paper read in workshop / Seminar -164

Details of Minor Research, Publication and paper presented in the assessment period

Academic Integrity Panel and IPR cell has been entrusted with the responsibility to uphold integrity in academic writing and creating awareness. Academic Integrity Panel to detect plagiarism level in the academic research writing college has tied up with SNTD university to utilize its Unkind software. IPR cell to promote awareness about copy right and other aspects of IPR has organized workshops for the benefit of both students and teachers.

1. To improve research skill of the students and faculty the cell has organized research competition, seminars and value added courses.

Under the aegis of Community Welfare Cell, the extension activity is carried out by students enrolled under various disciplines. Three hundred NSS volunteers, 52 NCC cadets also contribute to the cause. The extension activities conducted by the various disciplines fall under the following categories a) Awareness on - Misuse of Drugs, transgender rights, organ donation, recycling waste b) Promoting Women's health c) Emphasizing environmental protection d) Encouraging Intergenerational interaction e) Practising yoga f) Conducting blood donation camp g) Upholding Gandhian philosophy etc. Department of Management Studies has also collaborated with Lutheran Church Centre Shelter Home, adopting local railway stations, interacting with adivasi malnourished children, shelter homes, orphanages Few of Our partners in the extension activity include -Cipla Company, Lions Club Of Juhu and Think Foundation, Pfizer Ltd, Inner Wheel Club and many others.

### **Infrastructure and Learning Resources**

MDSMC has clear cut plans being implemented for improving the infrastructural facilities by renovating the college building and campus to facilitate teaching learning processes. The college has 47 Classrooms, 40 ICT enabled Smart Class Rooms and Laboratories for teaching, learning and research spread over three buildings. The college has air-conditioned board rooms, auditorium, seminar & conference halls & Audio-visual room for conducting seminars, workshops, symposia and conferences. The college has an Examination room, Gymkhana, Chroma Room, Staff Rooms, and Girls' Common Rooms, canteen, powder rooms for staff & students, and changing room for non-teaching staff. Being a women's institution, we are aware of gender issues and specific needs of women and the infrastructure is built keeping this in mind; that makes hygiene as well security our uppermost priority.

The Incubation Centre, a setup for promising entrepreneurs has a Food's Laboratory and a Tailoring Unit. Our institution also supports inclusive education and accordingly the infrastructure is sensitive to the needs of the differently-abled students and staff. KIBO an Instant Open book Scanning & Reading Software for visually challenged users and Family Counselling Centre are facilities to support inclusivity.

The college has an adequate ICT facility with sufficient number of computers (240) with latest configuration and power back up. All offices and library are connected through LAN and an internet connection of Wi-Fi (100 Mbps) which can be accessed through firewall.

The college library has more than 40,000 books and reference books. It subscribes to print copies and journals in addition to various online resources like N-List Program Subscription (INFLIBNET), Sage Publication (in print & e-journals) & SNTD Women's University Library provides access to e-journals and e-books. All the

library services are automated by the ILMS software SOUL 2.0; OPAC through SOUL service is also provided to the students users in the reading room.

To support sports, NCC as well as cultural activities the college has a ground with a capacity to accommodate 1500 people plus an open stadium facility with additional capacity to seat 1000 people.

### **Student Support and Progression**

Student Support activities of the College is steered by Educational Excellence cell and HRD Cell of the PES. To promote students' participation in cultural and sports activities, Students Council and Sports department arrange a series of activities like Fresher Party, Talent Hunt, Independence day, Teachers Day, Navratri Fest, Annual Day, Republic day, Farewell, Sports day, Foundation day etc. In the cultural events organized by the council every year more than 1000 students participate. *Avahan*, an Intercollegiate sports event organized from 2017 had more than 2280 students from 140 colleges who participated in the various events in the last two seasons. Alumni is involved in the development of the college and offer expertise, financial assistance etc. Their Association was set up in 2000-01 under the name of *Maitree* and was formally registered in 2019.

Along with the scholarship and free ship provided by the government, the institute has also announced various schemes for the benefit of the students. The total number of beneficiaries is 1697. To improve Grievance redressal system a time line is fixed for the closure of Grievance. Placement drives initiated by the Placement cell has enabled appointment in reputed organizations and it has developed more linkages with the employers.

The college with the help of an NGO assessed the career preparedness of 2000 students. On the basis of their recommendations more steps were initiated to improve career preparedness of the students which includes-1)JSS Skills Academy providing more skill certificate courses 2)A Career Ready Program for undergraduate and post graduate student initiated with5 modules- Self-Awareness, Career Awareness, Work Skills, Work Ethics and Business English 3) Employment Training program is initiated in collaboration with techno serve 4) Guidance for competitive exams organized by various departments, e.g. Marathi BMS, BCA 5)Soft skill development program–30 hours of training on business skills, lecture series on Business Etiquette 6) Introduction of more remedial and bridge courses 7) UGC sponsored Coaching Classes for competitive exams.

### **Governance, Leadership and Management**

The vision of the college is *“To enlighten and empower women to become instrumental in enhancing the quality of society”*. All activities are planned towards the same. The management believes in decentralized and participatory leadership and takes great interest in quality endeavors by giving necessary support, guidance & freedom. The College Development Committee (CDC) is instrumental in planning, monitoring and evaluating the administration and academic processes. Staff members become part of the planning, decision making process of CDC through representative members. Major decisions like Budget, New Courses, implementation and accountability of the teaching-learning process are recommended.

The College prepares five year Strategic plan for institutional development and the academic and administrative activities are carried out in consensus with stated goals. Presently the third plan is under implementation.

The multi-tier system of leadership with Management at the apex facilitates college development. The Principal



is supported by the Degree In charge, IQAC, Supervisors in regular administrative and academic affairs. Conveners of Performance Excellence System of IQAC along with supervisors ensure quality and excellence in all the processes in everyday functioning. Major policy decisions are routed through IQAC. It lays emphasis on academic excellence using student-centric approach. The decentralized administration practiced at college ensures that faculty members and student representatives are provided ample opportunities for grooming their leadership potential. This has contributed significantly in institutionalizing its best practices.

A system for Regular Assessment of Teaching and Non-Teaching Staff through Academic Performance Indicator (API), confidential reports and Students' feedback analysis is in place. IQAC spearheads the Administrative and Academic Audit which promotes quality, accountability and transparency and strives for creating a quality culture. Internal and external auditor's suggestions are used to improve the accounting financial system.

Feedback Cell of IQAC gathers online feedback from all the stakeholders. The Planning Committee and the Finance Committee meticulously plan and allocate the budget for academic and administrative activities.

The management plays a major role in fund mobilization and active efforts are made so that maximum students get financial aid.

### **Institutional Values and Best Practices**

The College vision to "To enlighten and empower women to become instrumental in enhancing the quality of society" is achieved through various activities. The Departments and various support services work actively towards the cause of gender equality and won the state government award "*Jagar Janivancha*" in 2014. Environmental Consciousness and Sustainability is practiced through alternate and renewable energy sources like Solar panels and Rain Water Harvesting. Green practices include use of Public Transport and use of LED fittings. The census of trees and labeling them has been conducted. A Green Audit was conducted by National Productivity Council under Ministry of Commerce and Industry, Government of India in 2017 which included a detailed report of electricity, electronic emission, water, e-waste and methods of management and suggestions for improvement. A total of 35,21,275.00 has been spent on Green initiatives till date.

The college is a pioneer in applying Quality concepts using the Japanese tool Kaizan. The college has designed a system to save paper, bringing down paper use from 5145 sheets to 250 sheets in the office and from 27000 cards to 9000 cards. The Kaizan project is implemented by the office staff and is appreciated by Industry & Management institutes.

The college has defined codes of conduct for students, Teaching and supporting staff and practices the same. The institution maintains complete transparency in its academic and administrative functions.

Vocational/Skill training programmes are designed and offered at a nominal cost by JSS Skill Development Centre since 2017. Certain courses are approved by Maharashtra Business Training Board (MBTB) and others by Skill Development and Vocational Training Institute of India (SDVTII). Courses range from weekly programmes to Certificate, Diploma and Advanced Diploma courses.

The institution promotes practice of national integration, communal harmony and social cohesion and fundamental duties through various programs and activities. The College focuses on the education and development of the socially and financially weaker sections of society.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI M. D. SHAH MAHILA COLLEGE OF ARTS AND COMMERCE
Address	B. J. PATEL ROAD, MALAD (WEST), MUMBAI
City	MUMBAI
State	Maharashtra
Pin	400064
Website	<a href="http://www.mdsmc.ac.in">www.mdsmc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Deepa Sharma	022-61319001	9820495951	022-28831622	mdshahmahilacollege@gmail.com
IQAC / CIQA coordinator	Shubha Acharya	022-61319015	9819093887	022-28824860	shubz67@gmail.com

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">10-JSS MINORITY.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati Linguistic
Any Other	

<b>Establishment Details</b>	
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)</b>		
State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC	11-09-1989	<a href="#">View Document</a>
12B of UGC	23-03-2018	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1578555694.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	B. J. PATEL ROAD, MALAD (WEST), MUMBAI	Urban	1.4	4940.333

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BMS,Bms	36	HSC	English	360	247
UG	BCA,Bca	36	HSC	English	180	131
UG	BA,English	36	HSC	English	60	56
UG	BA,Gujarati	36	HSC	Gujarati	60	6
UG	BA,Hindi	36	HSC	Hindi	150	140
UG	BA,Marathi	36	HSC	Marathi	120	67
UG	BA,Economics	36	HSC	English,Hindi,Marathi,Gujarati	360	314

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UG	BA,History	36	HSC	English,Hindi,Marathi	240	142
UG	BA,Psychology	36	HSC	English,Marathi	120	86
UG	BA,Sociology	36	HSC	English,Gujarati	120	97
UG	BA,Music	36	HSC	English,Marathi	30	11
UG	BA,Child Care	36	HSC	English,Marathi	150	136
UG	BCom,Accountancy	36	HSC	English	1080	935
UG	BCom,Commerce	36	HSC	English	1080	935
UG	BA,Mass Media	36	HSC	English	180	137
UG	BCom,Accounts Finance And Insurance	36	HSC	English	360	222
UG	BCom,Accounts And Finance	36	HSC	English	20	18
PG	MA,Hindi	24	UG DEGREE	Hindi	40	36
PG	MA,Economics	24	UG DEGREE	English	80	55
PG	MA,History	24	UG DEGREE	English	40	33
PG	MCom,Accountancy And Taxation	24	UG DEGREE	English	80	50
PG	MCom,Marketing	24	UG DEGREE	English	20	8

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				19				21			
Recruited	0	2	0	2	9	10	0	19	5	9	0	14
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				67			
Recruited	0	0	0	0	0	0	0	0	7	60	0	67
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				63
Recruited	40	20	0	60
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	5	6	0	4	4	0	21
M.Phil.	0	0	0	3	1	0	0	3	0	7
PG	0	0	0	1	3	0	1	1	0	6



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	7		60		67

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2578	32	0	0	2610
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	176	6	0	0	182
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	256	254	293	233	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	31	36	33	19	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	325	322	406	315	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	2673	2630	2645	2467	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	56	39	40	30	
	Others	0	0	0	0	
Total		3341	3281	3417	3064	

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the institution across all programs during the last five years

Response: 540

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
21	21	19	19	19

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3063	3417	3281	3341	3246

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
596	772	651	668	558

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**2.3****Number of outgoing / final year students year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
705	679	746	776	743
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**3 Teachers****3.1****Number of full time teachers year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
35	41	42	43	44
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**3.2****Number of sanctioned posts year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
42	42	52	52	52
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Total number of classrooms and seminar halls****Response: 47****4.2****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
362.22	264.39	90.22	111.82	140.55

### 4.3

#### Number of computers

**Response: 187**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

Shri M D Shah Mahila College is the only college in suburban Mumbai to offer education in four mediums - English, Hindi, Marathi and Gujarati. With an aim to impart accessible education, a well planned system exists wherein the process begins with preparation of academic calendar.

**Distribution of Workload:** As per the workload, a faculty wise, stream-wise and class wise teaching time table is prepared and given to the teachers at the beginning of the term by the Time Table committee. In addition to the regular workload, the time table has provision for Enrichment courses, Career Oriented Programme classes and Computer literacy lectures. A separate sports timetable is prepared too.

**Execution of Curriculum Delivery:** Staff members appointed as per the guidelines of UGC and

Affiliating University plans the teaching of the syllabus systematically by preparing a Study plan. The study plan states the outcomes, topics, number of lectures required for each topic, methods used to convey the matter and internals. A copy of the Study plan is submitted to the Academic Council. Rubrics are provided to students for better learning. The Supervisors and HODs monitor the execution of the syllabus on a regular basis and are adept to changes or alternations required for best results. The teachers plan internal tests in each paper and on the modules of the syllabus. To test the overall progress of the students, different modes of testing are applied. Some of these are presentations, oral test, group/pair tests, written tests, project work and so on. The ultimate aim is to realize the vision and mission of the college.

**Teaching Methodology:** The teachers make use of modern methods of teaching besides the traditional chalk and duster and Lecture method. Computer assisted learning is encouraged and teachers too use technology like computers, laptops, cell phones, audio/video recordings, movies and documentaries to enhance teaching. To test the continuous progress of the students, the subject teachers conduct internal tests. Teachers take allotted group of students as mentees and conduct academic mentoring of the students. Slow, moderate & advance learners are catered to according to their needs. A systematic record of the daily activities is kept by the teachers in the Teacher's Diary.

**Co-curricular and Extra-Curricular Activities:** A number of co-curricular, extra-curricular activities, NCC & NSS activities are planned in advance by all departments. The activities include Guest Lectures, Workshops and Experiential Learning Activities that augment the teaching and learning process. Bridge and Remedial courses are conducted to support the academically weak students. For advance learners Add on courses and Research training is extended.

**IQAC:** Education Excellence and Leadership Cell under IQAC looks into the systematic curriculum delivery. From 2018-19 the Cell has introduced a Teacher's Diary to record the systematic delivery of lectures by each individual teacher. The plan of activities of each department is submitted in the beginning

of the year and it is monitored by the Cell periodically. The activities are audited at the end of the academic year.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 46

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	20	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 53.66

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	04	03	03	03

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 70

#### 1.2.1.1 How many new courses are introduced within the last five years

Response: 378

File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 23.81

#### 1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

**Response:** 11.45

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1213	603	0	0	0



File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

#### Response:

Cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics are integrated into the Curriculum of most courses offered in the college, a detail of which is given below-

Issues related to Gender-

- BUSINESS LAW SEM III & SEM IV - Issues like RTI, Consumer protection Act etc are addressed with relation to human trafficking, women and legal aspects.
- B. Com III ECONOMICS – In Indian Economy paper students learn gender development index
- BA ECONOMICS SEM I – In the paper on Maharashtra Economy students are taught composition of population, male-female ratio and related problems of women.

For paper Entrepreneurship Development students are taught role of women entrepreneurship in development, their problems and remedies and in paper on Labor Economics students learn problems faced by women labourers in employment both globally and in India.

- BA II SOCIOLOGY - Paper on Women's Issues in India offered revolves around societal norms that limit opportunities for development of women and have differential impact on their lives as compared to men.
- BA LITERATURE in ENGLISH, HINDI, MARATHI & GUJARATI each offer a paper on Women's writing wherein the nature, scope and details of women's movements are discussed which includes a representative novel and poems related to patriarchy, suppression of women and Dalits.
- 'Women in Changing India' is a compulsory paper offered to FYBA students. The entire paper emphasizes on issues related to women.

Issues related to Environment and Sustainability-

- BCA -The program includes a course on EVS which makes the students aware about various environmental issues in today's world. Topics like green computing, managing e-waste which are related to IT field are taught with the intention of producing environmentally aware IT professionals.
- Commerce SEM II - The courses provides understanding of Eco system and environment pollution, disaster management, conservation of natural resources through Environmental studies in

Renewable & nonrenewable energy resources, hydroelectricity, equitable use of resources for sustainable life style

- BA II ECONOMICS - Students are taught government policy measures on environment and sustainability in Indian Economy since 1991
- B.A.II Sociology students study a course in Rural Society in India (Semester –III) where they are exposed to the efforts of the government for maintaining environmental sanitation and hygiene. Applied Component course of B.A.III – Environment & Society provides knowledge about natural resources and disaster management and in Sem VI through course on Social Movements in India students get information about environmental movements.

Issues related to Human Values and Professional Ethics-

- BCOM ACCOUNTS - The course provides training on Professional Ethics for auditors in the TYB Com through corporate auditing & Assessment in Semester V & Semester VI

BA Sem II PSYCHOLOGY - Information regarding ageing and its challenges are communicated in D.C.VII paper on Interpersonal and Group processes, Human relationships are understood with the help of attachment styles questionnaire administered within the classroom.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 7.02

1.3.3.1 Number of students undertaking field projects or internships

Response: 215	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</b>	
Response: A. Any 4 of the above	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<b>1.4.2 Feedback processes of the institution may be classified as follows:</b>	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 1.32

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
55	47	33	39	40

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 74.17

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1131	1421	1332	1378	1344

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1644	1886	1886	1744	1744

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
596	772	651	668	558

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

**Response:**

To assess learning levels, teachers review the 12th standard academic records of students, performance in lectures, practical

s, internals, presentations and seminars. Learning level tests are conducted at the beginning of the academic session and disability reports of students analysed enabling slotting learners into academically weak, slow and advanced. The institution undertakes various steps to initiate an inclusive atmosphere focusing on a learner centric environment where visual, kinesthetic and auditory teaching methods are adopted.

**Slow learners:** Personalised coaching with additional practice is given to students with borderline intellectual functioning. Internal tests are modified if required and students are permitted to record lectures. Office administrative staff facilitate issues by corresponding with the university, arranging for separate seating arrangement with additional time and supply information regarding policies and procedures. Scribes are provided if required.

Strategies to assimilate academically **weak** learners include simplifying learning resources during the teaching process, memory stratagems, clarification of doubts and additional writing practice. Peer-to-peer teaching is encouraged and repetitive learning emphasized and need based bridge and remedial courses conducted. Extended submissions are allowed for projects and oral presentations, if necessary. A session on *Increasing Self Esteem and Improving Motivation Levels in Students* was arranged. The Department of Accountancy arranged **special coaching** for weak learners resulting in a high success rate. The Department of Economics also conduct additional coaching for both academically weak and advanced learners.

**Advanced learners**-are provided additional reference material to develop competence and encouraged to mentor academically weak students, participate in mixed group learning, solve additional problems and questions. Appointed as student leaders in various committees they represent the college at different levels. Workshops on Leadership skills, Time Management and Effective Study Habits, Effective Communication skills are conducted.

Special 8, an initiative by the Department of BAFI effectively coached advanced learners who achieved high grades and were placed in reputed companies.

Certain departments motivate their students with **awards** and prizes. Meritorious students are conferred awards and cash prizes, initiated by the Management and their achievements are showcased in the college magazine. Toppers in the University are also felicitated during Annual Day and invited by departments to share experiences. A **special award** is given for the academic progression of a student who enrolls with multiple mark sheets but successfully qualifies in the final year.

Student leaders are appointed, trained and encouraged to participate in different co-curricular and extracurricular activities. They are encouraged to be members of different associations, libraries and use the departmental library. Exposure to research is provided and they are motivated to present papers in different platforms often with a fee waiver.

All categories of learners are facilitated with additional learning opportunities by guest lectures, sessions by successful alumni and career guidance talks. History and Marathi departments train students for competitive exams. Students with talents in photography, designing certificates, gift making, managing events, entrepreneurship skills are further trained and given the scope to earn and learn.

Value added, enrichment and capability sessions ensure a developed and informed student at the exit point.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 2888:33

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

#### Response:

Experiential and participative learning, problem solving techniques to stimulate thinking, reasoning, application of concepts enhances the teaching learning experience and is promoted in the institution enabling teachers to reach out to the visual, auditory and kinaesthetic abilities of the learners.

#### Experiential Learning.

Presentations, workshops, exhibitions empower active learning and form an important part of this process. Research skills through experiments, paper and power point presentations, articles, dissertations at college, intercollege, national and international levels bring students on par with new age thinking.

Exhibitions organised by Departments of Travel and Tourism, Interior Designing, Fashion Designing encourage students to research, display their creations, create models and prototypes. Department of Psychology annually organises exhibitions by students on topics like Mental Health and Suicide Prevention.

Language departments conduct productive programmes to learn language through literature. Understanding different genres through theatrical presentations, poetry recitals, visits to archives and libraries, lit fests, celebration of significant days, author based programmes are regular activities.

The English Language Week through varied creative competitions like Creating a Newspaper, Click a Pic, Spell-a-thon, Play Replay, Read-Aloud encourages effective use of language. Marathi week includes self-composed poetry, *katha-kathan*, *lalit lekhan*. The *Matoshree Surajba* intercollegiate competition, by Gujarati department stimulates participation in literary activities. *Prem Panchami*, by Department of Hindi includes film discussions, seminars, drama, storytelling competitions on Munshi Premchand. Multi lingual lit fests *Megh* and *Manthan* involving students from four mediums showcased a rich literary and cultural bonanza of diverse literary genres.

Department of Sociology sensitises students to the physical and emotional needs of senior citizens under the Intergenerational Interaction programme. Workshops on marginalised issues like human trafficking and transgenders increased empathy. Department of Psychology conducted a thirty-two hours Certificate



course involving experiential workshops on Emotional Literacy.

Short films, GIFs, animation clips are created by BMM students. Melange, an Inter- College Media Fest with multiple media events hosted by BMM department improves communication skills, group dynamics, event management skills of the learners. Trained in Event Management and Entrepreneurship, students of BMS set up stalls during the Annual fest.

Analysing financial records in organisations, opening bank accounts, making and distributing environmentally friendly cloth bags is undertaken by the Departments of Accountancy and Commerce.

### **Participative Learning**

Group discussions, debates, brain storming, mind mapping, film reviews are arranged by different departments to enable clarity in understanding and expression. Library Walk undertaken by the different departments expose students to resources available and further research skills.

Student interaction is encouraged during historical, industrial and social visits. Experiences are compiled and presented through reports, brochures, diaries and articles.

Workshops and seminars on Interviewing Skills, Self-Employment, Music Therapy, Adolescent Development, Business Etiquettes, Brahmi Script, Movie-Making and Animation, Numismatics and Archaeology increase awareness about topical issues and instil an academic and research oriented environment.

### **Problem solving Methodologies**

Logic building course in BCA promotes clarity in understanding concepts. Departments of Commerce, Psychology BCA, BMS and Economics through the Case Study Method use critical thinking techniques to encourage students, analyse and suggest methods to resolve problems.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### **2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 88.57

#### **2.3.2.1 Number of teachers using ICT**

**Response:** 31



File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 98.81

#### 2.3.3.1 Number of mentors

Response: 31

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

To enliven the teaching learning process, activities focussing on students' multiple levels of intelligence are adopted. Student centric activities like language games, role play, group discussions, case-study, brainstorming sessions by departments aim to create interest and involvement in learning. Imaginative ways of teaching using newspapers, books, maps, you tube videos, online website links ppts, blogs engage young minds to think critically and apply their learning effectively. Participation in departmental events, exhibitions, collating articles for the college magazine, wallpapers stimulate the process of experiential learning. Activities in the language lab, transformative life sharing experiences of Ted Talks, Josh Talks, fuel discussions, debates, create empathy and prepare learners for the future.

Workshops on innovative teaching practices by IQAC encourage teachers to experiment in the classroom. Reading is encouraged with reading clubs, book review exercises *Vachan Prerna Divas*, library walks. *Granth Dindi*, a grand procession venerating books and culture is organised by the Department of Marathi. Trained in puppet making and creation of teaching aids, the Department of Child Care effectively enables their use during practice teaching sessions in schools.

Many departments conduct an exclusive week of imaginative events and competitions annually which promote creativity and participation. *Femisphere*-a unique week long programme on the theme SHE (Save Her Existence) by the Department of English highlighted thought provoking sessions on breaking stereotypes and gender equality. Department of Psychology organises competitions centred on themes suggested by the World Federation of Mental Health during the Psychology week. *Kabhi Khushi Kabhi Gham* - Festival of Emotions, involved both students and parents in the management of emotions. The Annual Gandhi Week Celebration also relooks at Gandhian ideologies in the modern context.

Unique ideas to beautify the college campus and reinforce the value of reusing waste resources resulted in a "hanging bottle garden" by students of BAFI. To further sensitise learners towards environment issues,

involvement is encouraged through activities like creation of compost pit, solar panels, rain water harvesting, tulsi van, fragrance garden.

Innovative modes of evaluation through development of apps, scripting and enacting skits, producing short films, puppet animation, creating advertisements, brochures, writing diaries -challenge and encourage students' resourcefulness. Interning BMM students guided by a teacher create the MDS News Bulletin which is a record of activities in the college.

Student Exchange Programme by Department of Sociology and Gujarati generated a rich exchange of ideas and pedagogical practices. The Indo-Danish Student Cultural Exchange programme **VENSKAB-2015** was a fruitful collaboration between two cultures.

Community Outreach activities inculcating social responsibility include reaching out to Adivasi malnourished children, visits to special schools, tribal areas, old age and shelter homes, beach cleaning, beautification and adoption of local railway stations.

Theme based, week long Annual Day celebrations, mega intercollege events like *Melange Corporate Bonsai*, Techno Media hone students' creative and entrepreneurial abilities.

The MI Patel Incubation Centre and MDLSE, business skill development programmes encourage creativity and economic independence.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 85.81

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 46.25

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	18	18	19	19

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 21.06

##### 2.4.3.1 Total experience of full-time teachers

Response: 737

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 14.63

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 16.76

## 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	8	8	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

The college is affiliated to SNDT Women's University which mandates 25 marks at the UG level and 50 marks at the PG level in the evaluation of internals. Learners are notified about the schedule of internal and external examinations, evaluation pattern at the beginning of every academic year in the Induction program, by the Principal. Rules for ATKT are also explained. Subject teachers explain the learning outcomes of each paper and outline different types of internal exams.

CIE in the institution focuses on a shift from the traditional mode of testing and is done in innovative ways to assess the understanding, skills and also to map learners' individual capabilities.

Evaluation processes aim to assess slow, academically weak and advanced learners. Rubrics are explained and guidelines given to comprehend the evaluation pattern. Types of internals vary from discussions, collaborative group work, seminars, oral assignments, open book exams, surveys, presentations, online tests, quiz, mock interviews, projects, skits and role play etc. also keeping in mind the requirements of the industry and changing trends in education. Teachers encourage doubt clearing sessions, practice tests and solving university papers. The internals are continuous, time bound and regularly modified.

The learning progression of students is analysed by teachers and corrective step taken with mentoring, counselling, additional practice, repeat tests and meetings with parents. Bridge courses, remedial courses, incentive coaching, value added courses aim at developing the knowledge levels of students and strengthening answers. Teachers also provide a question bank to students before their exams to reinforce preparation.

Concession is given to students who represent the college in sports, cultural activities or have medical issues and their exams are taken later. The question bank management system in the library enables students to access question papers of previous years. To enable the evaluation process to be all-inclusive, the Examination committee monitors and attempts a problem free examination process. Students of all the three years are shown their internal exam scripts, and doubts regarding marks are resolved before they are

uploaded in the university portal. Other initiatives include banning usage of mobiles, installation of CCTV cameras.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

The assessment system is explained to students during Induction and reinforced by the subject teachers in the initial lectures. Rubrics are also described. They are instructed to refer to the college website and students' notice board for schedules and all examination rules and regulations. Approximate dates for internals are outlined by each teacher in the study plan. The examination committee, in meetings with the Principal calculates the date of commencement of first year exams after 90 teaching days and accordingly gives the teaching staff a deadline for completion of portion and submission of internal mark sheets. Since 2018-19, first year examination dates are also declared by the university. Internal sheets are signed by the students after verification of marks and accessing of answer scripts. Students are given a feedback to bring clarity in their understanding.

Teaching methodologies promote learning through different skills- visual, kinaesthetic, auditory thereby accommodating both slow and advanced learners. The teaching learning process is student centric, combining a series of experiential, participatory and innovative methods and internal assignments are also outlined and encouraged in a similar way. Each department takes care that learning objectives of each paper are achieved through the different assignments.

The mechanism of internal evaluation followed in the institution enables both frequency and variety during internal tests. Components of the Internal Evaluation vary from subject to subject. Different types of exams are undertaken by learners to enable a shift from memory based tests to skill based assessment. The variety of tests include classroom seminars, online tests, debates, discussions, presentations on relevant topics allotted in groups or as individuals, skits, book reviews, committee reports, surveys, mock interviews, role play, open book exam, newspaper analysis of articles and visuals, puppet making short films. Certain departments encourage students to submit assignments online.

Issues and problem cases regarding internal marks, attendance are discussed with individual students and if required escalated to the Head of the concerned department and Supervisors. Students can also approach the subject teacher, the class teacher, the supervisors', teachers in the Grievance Committee or even place their grievances in the suggestion box. Mentors discuss their mentees exam related grievances with the concerned teachers and attempt a solution. Answer scripts are shown to students and discussed to enable them to identify mistakes and improve marks in forthcoming exams. For any matter related to conduction of CIE or scores, students are free to approach the teacher to seek clarification regarding the same.

Students representing the college in Sports, NCC, extracurricular activities or with medical issues are

facilitated to appear at a later date decided by the Examination Committee.

CIE enables students to get a feedback as the process ensures that they can aim at improving their marks in another type of exam. This system proves to be highly motivating for both the academically weak and the advanced learner.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

The institution follows the rules of the SNDT Womens' University for all processes related to exams. The Examination Committee has an Unfair Means subcommittee under it comprising the Principal, Degree college In Charge, the Convener of the Examination Committee and other senior teachers. The Grievance Committee also addresses examination related grievances. Students with issues can approach their subject teachers, department heads, examination in charge and supervisors, Principal for redressal of grievances.

The common grievances related to examinations are allocation of seat numbers, disbursement of hall tickets, correction in the name, examination centre, medium of instruction or courses selected by the student, wrong entry of marks, mark sheets marked as reserved etc.

To address their grievances, the students, fill in a Proforma given by the university for corrections at college or university level and attach the requisite documents and the necessary fees. This is attested by the Principal and forwarded to the Examination In Charge in the University. The student can apply for rechecking or reevaluation of answer sheets or photocopies within a stipulated period of time for college and University exams after paying the necessary fees. Redressal takes place within a time period of maximum 15 days. In some cases, the decision requires detailed inquiries which may require extended communication with the University and may take additional days.

Students are intimated about the status of their application by the Supervisors or by the administrative staff.

The institution sends details of students caught in malpractices during examinations with evidence to the Controller of Examinations of the affiliating University who then takes the necessary course of action. At the college level the students are counselled by experienced counsellors.

File Description	Document
Any additional information	<a href="#">View Document</a>



#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

SNDT Women's University provides an academic calendar that details the date of commencement and conclusion for each semester along with the list of holidays, number of working days and teaching days. The IQAC team then plans the academic calendar of the college keeping in mind the curriculum, co-curricular and extra-curricular activities of the college. It is then forwarded to all the teachers and uploaded on the college website.

The Head of the department then plans the details of the department activities and their CIE in consultation with all the members of the department. Each teacher prepares a study plan of the odd and even semesters which includes topics to be covered every month and the number of lectures allotted for each topic. It also provides details of teaching methodologies and topics for CIE to be conducted in a particular month. Continuous internal evaluation is taken through various types of exams and conducted in accordance with the curriculum requirements.

The H.O.D monitors the study plan and checks that there is no overlapping in the CIE and the exams at the University level and the co-curricular activities of the college. At the department meetings, H.O. D's also obtain the feedback about the CIE conducted.

Students are given clear guidelines about the evaluation process. The students are informed about the CIE through notices, announcements in the classrooms or through WhatsApp Messages.

Regular staff meetings with the Principal, Supervisors IQAC Coordinator and HOD'S are conducted to ensure effective monitoring and adherence to the plan given in the Academic calendar.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

##### Response:

Shri M D Shah Mahila College follows the syllabus prescribed by SNDT Women's University. The programmes chosen by the college form the base of teaching-learning process. The syllabus stating the Programme Outcome (PO), Programme Specific Outcomes (PSO) and Course Outcomes (CO) for each of the subjects is available on the college website. The objectives and outcomes defined in the syllabus for each course describes clearly the pedagogic strategies for teaching and assessment.

The outcomes of the program highlight-

- Attainment of learning objectives through a variety of teaching methodologies viz Lecture method, experiential learning mode, Survey and Analysis, Seminars, etc.
- Evaluation strategies to enable students of varying capabilities to perform well
- Provision of unique learning experience by organizing exhibitions, workshops, paper presentations competitions
- Arranging for co-curricular and extracurricular activities which assist in the overall development of the student and giving exposure to local and global aspects of the course/program.
- Distinctive programmes like interaction with alumni and experts in the field which provide a kaleidoscopic interpretation of a topic
- Institutional measures like inviting peers from another department, encouraging use of library books and e-resources enables wider exposure to students.

Classroom teaching is enhanced with use of technology namely PowerPoint presentations, audio presentations, practical and tutorial system; visits to industries, historical sites and national monuments; deputing students for intercollegiate seminars and workshops. Evaluating pattern is robust in the institution. While most internal tests are conducted for individuals, certain courses are evaluated through pair or group presentations. Confidence building, peer teaching and group dynamics are some of the important characteristics reflected by variant evaluation modes. All this helps in enhancing the attainment of course outcomes.

Programme Outcomes, Programme Specific outcomes and Course Outcomes of all Undergraduate and Postgraduate programmes offered by the institution are uploaded separately on the college website. The weightage of the different modules, blue print of the method of assessment and evaluation is stated in the syllabus. The total Course assessment methods include internal and external evaluation of students. The methods vary from written exams to project work, oral presentations and online assignments. This evaluation pattern helps the institution to measure the Programme Outcome. An assessment of Teacher quality and Curriculum relevance from present students, alumni, parents, teachers and employers enables the IQAC to assess the success and/or gaps in the attainment of the program and course outcomes.

The Programme outcomes, Programme specific outcomes and course outcomes are conveyed to the students by the respective teachers. First year students are also explained the design of internal and external testing pattern, objectives and outcomes of the program of the course and the criteria for a student to be eligible for appearing in the term end examination. The study plan for each course records the conveyance of outcomes to the students.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes of each of the Subjects offered by the institution are attained through systematic and extensive teaching by well



qualified staff members.

The aim of the Program outcomes is to create confident, competent and socially, economically empowered individuals. In order to achieve this teachers approach and execute the course content with an aim to provide comprehensive knowledge about the subject and assessing the gain of the activity. The IQAC provides an outline of the Program outcome attainment process. The process can be defined thus-

- Academic Calendar prepared by Educational Excellence & Leadership Cell of IQAC
- IQAC also gives the areas in which activities are to be planned
- Based on this calendar each department makes the calendar demarking important days & activities in various areas
- Periodic monitoring of the plan is done by HOD & Educational Excellence Cell
- Teachers maintain a diary documenting the annual teaching plan and daily teaching log
- Future plans are prepared by the departments and IQAC

A significant indicator of the accomplishment of goals set by the departments is seen through the audits conducted by the College Academic Council. The Council which works under the IQAC organizes different types of audits like a) Audit by IQAC, b) Intradepartmental audit, and c) External audit. The variation enables the possibility of expanded learning experience to teachers, sharing of best practices and a healthy spirit to innovate and experiment with new modes of teaching.

Students assess teaching quality, curriculum realization and provide Program satisfaction inputs during the Feedback process. Feedback received from all stakeholders on the Curriculum also gives indication of the goal attainment. The impact is seen in the following areas-

#### **Rank Holders at the University level-**

During the assessment period the college has 6 University Rank Holders-

- Ranjana Chaubey received Gold medal for highest marks in MA Hindi (2015-16)
- Pratibha Baranwal received Gold medal for highest marks in MA Hindi (2016-17)
- Minu Pal received Gold medal for highest marks in BA Hindi (2017-18)
- Nisha Yadav received Gold medal for highest marks in MA Hindi (2017-18)
- Payal Shukla received Gold medal for highest marks in BA History (2018-19)
- Komal Shukla received Gold medal for highest marks in MA Hindi (2018-19)
- Phully Patel received Gold medal for highest marks in MA History (2018-19)

A large number of students have received job placements in reputed companies like Tata Consultancy Services, Kotak Mahindra, Colors Viacom 18, Bharati Airtel Limited, Citi Bank, Cadburys and so on. The college has trained students with skills for self employment whereby several students have become amateur level entrepreneurs too.

Mentoring, Bridge courses, Remedial courses and training programmes assist students in overcoming academic hurdles. Another significant move to map student progression seen in academic performance helped analyse PO,PSO,CO. All these attempts are intended with an aim to support students continue in the route of higher education

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 73.9

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 705

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 954

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.31

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 2.2

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.75	0	0.95	0.5

#### File Description

#### Document

List of project and grant details

[View Document](#)

Any additional information

[View Document](#)

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 17.14

3.1.2.1 Number of teachers recognised as research guides

Response: 6

#### File Description

#### Document

Any additional information

[View Document](#)

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.43

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 3

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 35	
File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

To create and transfer of knowledge various steps have been initiated by the institution. The steps include – Incubation centre, CAL, promotion of quality circle etc.

1. Dr. M I Patel Incubation Centre for Entrepreneurship” - Dr. M I Patel Incubation Centre for Entrepreneurship” was inaugurated on 1st August, 2018 with seed money of 5 lakhs from Dr. M. I. Patel. The Center was created with the objective to promote women entrepreneurship and thus women empowerment.

#### Activities initiated by the Centre-

1. **Basic Course in Stitching-** To provide tailoring skills to the students the Centre introduced Basic Course in Stitching from 2018. The course offers 60 hours of stitching training to the students. Till now 60 students have undergone training under the programme. The stitching machines which are used in the centre are sponsored by the management and from local MLA fund. Lions Club, Juhu has sponsored 26 students from the centre.

The Centre have successfully execute orders placed by Rotary club and management member for 700 Environmental Friendly Cotton Shopping Bags. The students at the centre manufacture products such as Cushion cover, Pillow cover, utility pouches, Shrugs, Cardigan, dress etc.

**B. Soap Making Training-** The second course introduced by the centre is on how to make scented and Ayurvedic soaps.

**C. Training in Bakery Products** – The third course introduced by the centre is training in baking and bakery products. *A course is designed in consultation of experts and offers 35 hours of practical training. The course also includes 10-hours of training on business management topics like product positioning, brand creation etc.* In total 20 students have been enrolled under the program and they have been sponsored by Lion Club Juhu. The Club also sponsored by Lion Club Juhu.

The exhibition of the products manufactured by the centre are organized by the Centre frequently in different venues – Palm Court, Shantaba Hall, College Annual fest etc.

- 2) Computer Assisted Learning Solutions (CALs)- CALs is a knowledge web portal designed internally

by the staff of the college. The resources in the portal is provided by the faculty members. The resources include study material, syllabus, question papers, Rubrics, assignments, practise test etc. The portal is freely available to the students and can be accessed by the students with help of password.

3) Quality circles- To streamline the innovative inputs of the staff to solve job related problems management has promoted creation of quality circles. A total of **19** Quality circles have been created by teaching and non-teaching staff on a diverse job related aspects. The quality teams have also taken part in competitions organised by National Centre for Quality Management (NCQM), Quality Circle Forum of India, International Conference on Contemporary Management systems (INCOMAS) and have won prizes. For e.g. Go Green Quality Circle created by Non-teaching staff won the Gold Trophy INCOMAS

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 51

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	10	08	10	08

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 1.54

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
35	15	7	3	3

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

**Response:** 4.61

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	50	28	40	49

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

One of the goals in the Strategic Plan (Academic Year 2013 – 2014 to Year 2018 – 2019) was “To Enhance Community Welfare Initiatives”. The college is known in the neighborhood for its efforts to enhance community wellbeing. To improve community welfare College has been promoting not only NSS and NCC departments to take up extension activity but has also promoted faculty to take up extension activity in the community as well as expose students to various social issues.

In the last five years a series of campaigns have taken up by the various departments of the college which has included a) Inter-Generational-Interaction – in collaboration with the NGO THRED a programme was designed to bridge generation gap and improve interaction of youth with elderly b) Aids Awareness c) Anti –Drug awareness d) Programs on Women health e) awareness on environmental protection f) cancer awareness, g) Bridging the gap between younger generation and senior citizen- SETU project h) awareness on transgender rights i) Promotion of yoga for holistic development) conducting blood donation camp h) creating awareness on organ donation i) promoting Gandhian philosophy j) voter enrolment

campaign k) awareness on recycling waste etc.

These activities have helped the students in a) sensitizing towards social issues b) developing a positive attitude towards the underprivileged sections of the society c) widening critical thinking ability d) better time management skills e) enhancing self-confidence f) developing leadership qualities G) Inculcating patriotic and nationalistic values.

When we assess the impact of each activity on the students, the direct gains achieved by the students can be summarized as follows-

campaigns	Benefit achieved by youth
Bridging the gap between younger generation and senior citizen-	developing positive attitude towards ageing appreciating senior citizens as repository of traditional knowledge and wisdom self-introspection among youth leading to more tolerant and patient youth
awareness on transgender rights	changing perception towards the transgender appreciating their problems and challenges understanding the mechanism used by the transgender in dealing with the challenges in a patriarchal society. etc.
awareness on Gender sensitization	a better Understanding of the role of society and family in gender formation development of mechanism to overcome the gender stereo types
Program on Women's Health	a better awareness on reproductive health and improvement in nutritional level of the students
Gandhian Philosophy promotion	An improvement in the quotient of moral and ethical values among youth
voter enrollment campaign	Helped in creating a generation of Youth which is more responsible towards it duties with respect to state
awareness on organ donation	youth more positive attitude towards organ donation
awareness on recycling waste	helped in developing a proper and appropriate environmental culture among the youth
Promotion of yoga	helped in developing a positive attitude among the youth with respect to Meditation and physical exercise which helps in promoting emotional wellbeing and overall health respectively.
cancer awareness	dispel myths regarding cancer among youth



File Description	Document
Any additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 1**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 65**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	12	11	12	12

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 58.18

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1381	1066	1886	3095	2093

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 29

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	9	13	1	3

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 13

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
10	1	1	1	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The college campus has three buildings - the Central building, the Incubation Centre building and the Gymkhana building. Recent major repairs and renovation has made the institution much better equipped to accommodate the students' requirements. Despite the paucity of space in Mumbai the college is still able to provide two playgrounds with total area of 25543 square feet.

**Class rooms / Conference / audio-visual rooms**

To aid academic activities the college has in total 47 well-lit and ventilated classrooms, Audio-Visual room, conference room, seminar room and two board rooms to conduct teachers meetings / symposiums as well as management meetings plus an auditorium with a capacity to seat 200. The college has 40 classrooms equipped with ICT aids which includes 05 MKCL Super Campus enabled smart classrooms. The aids include LCD Projector, screen, audio system with 13 laptops and 05 portable projectors on demand which our ICT trained teachers use extensively.

**Infrastructure support for inclusivity / emotional health**

As MDSMC supports inclusivity the physical infrastructure is constructed keeping in mind the needs of the differently-abled e.g., wheel chair, ramps and differently-abled friendly toilet which allows entry of wheelchairs. The college also has facility of KIBO, an Instant Open book Scanning & Reading Software for the visually challenged. Family Counselling Centre provides students with emotional / familial support.

**Computing Equipment / photo copiers**

The college has 04 servers & 240 computers with antivirus software out of which 62 are utilized for administrative and academic purposes for staff usage. All the computers are connected to 100 Mbps optical fiber line apart from five (05) broadband lines totalling a speed of 200 (40X05) Mbps. The college campus provides wifi facility to the students and the staff for their academic / research work. College library is also equipped with 01 server and 17 computers out of which 11 computers are dedicated to students for their project as well as research work. The college has also provided 03 photo copier machines for students as well as staff usage.

**Laboratories**

The students have the facilities of Music laboratory, Language Laboratory, Psychology laboratory, Food laboratory & Stitching laboratory, four Computer laboratories, Fashion Design Laboratory, & Chroma Room (facility for creating multimedia content) for UG & PG. The college has staff study centre too which has computers with internet and printing facility for teaching staff.

**Other Facilities**

**IQAC Room:** Air-conditioned IQAC room has two LAN equipped all-in-one computers and copier (A3 size) with DADF facility. There is also a facility of LED TV for projection / multimedia usage for presentations.

### pace / Green Initiatives

Shortage of space in Mumbai also makes the college use resourceful methods for administrative storage; MDSMC has two document rooms with 5S management system and uses latest modular storage cabinet with automated locking and a capacity of 1700 box files.

Continuing its journey towards an environmentally friendly institution, MDSMC has achieved a few green milestones e.g., landscape, a facility of pit composting, rain water harvesting and solar panels to generate electricity.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

##### Response:

The college is built on a 60610.50 square feet of land out of which two playgrounds (Ground one & open stadium) with total area of 25543 square feet are provided which is more than forty percent of the total campus space. The open ground area of the college is utilized for the purposes of sports as well as NCC activities which includes the practices that are regular and also for the training of college students in self-defence. The ground is clean and also has the essential equipment for sports purposes. The sports department also has been provided with sports room (381 square feet) and sports office (76 square feet) for administrative usage in the gymkhana building. The college supports sports as well as cultural activities and the participating students are provided with adequate space for practicing. The open stadium is a great attraction to students not only to watch various sports but also as a place where they can sit and relax.

The college auditorium (Surajba Sabhagruh) is utilized for all the academic conferences / seminars / symposiums and other activities of the different departments which includes Yoga and physical fitness activities. The gymkhana building holds a gym which is utilized by the students and the staff. Surajba hall along with the college ground and open stadium is also utilized for cultural activities. To support sports, NCC as well as cultural activities, the college ground can accommodate 1500 people and an open stadium can accommodate an additional 1000 people.

##### Games (Indoor and Outdoor)

1. The college has provided **facilities for various sports** e.g., Volleyball, Kabaddi, Kho-Kho, Soft Ball, Base Ball Tennis, Basketball Badminton, Fencing Games, Carom and Power Lifting are available. Venture and combat sports have also been promoted through sports as well as NCC. Students participate in various sports events which include boxing, fencing, baseball, cricket, kabaddi, softball, rope mallakhamb, kho

kho, chess, athletics, minithons, wrestling, high jump, triple jump, shotput, long jump, table tennis, carrom & hurdle race.

2. **08 Special coaches** are appointed to train students for rope mallakhamb, Cricket, Softball, Football and Athletics to participate at State, National and International levels.

The participating students have been winning many prizes in the events they participated in various sports including boxing, fencing, rope mallakhamb, chess, kabaddi, baseball, kho kho, athletics, wrestling.

3. **Gymnasium:** There is a Gymnasium with required amenities in the gymkhana building.

4. **Meditation / Yoga Room:** The College has allocated a separate room for meditation.

### Cultural activities

The college holds all its cultural events in the college auditorium (Surajba Hall), audio-visual room and the college ground. The college open stadium is also used for holding events like sports day, NCC programs, and the like and has a capacity of 1000 people. College ground is used for the purpose of organizing annual day or such cultural programs and has a capacity of 1500 students.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 85.11

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 37.6

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
194.09	44.91	58.44	32.34	33.34

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

#### Response:

The college library has a stack room with more than 40083 (38173 + 1910 UGC) books, text books, journals and digital resources. The library holds 3440 reference books (includes year books, encyclopaedias, dictionaries, biographies, subject reference books), 111 special books, 16 e-books, 26 online databases, 186 CD ROMS + CD & VCD, 441 audio-visual materials, 22 journals, 40 periodicals, 27 newspapers.

The college library also has 1097 bound volumes. The library has the following equipment to help in its administration; it holds 17 computers, 03 printers, 01 barcode printer and 03 card printers. 11 computers are specifically for student's academic usage and has facilities of internet browsing, Microsoft Office & question papers. The college library also has Study material for Competitive Examinations to support coaching for competitive exams provided to the students in the college.

The Integrated Library Management System (ILMS) is an automated package of library services that has several functions. It offers OPAC services like cataloguing, Searching, Member / Patron Management, Acquisitions and Circulation (issues, returns, and reserves) with a full screen Graphical User Interface (GUI).

Library is fully automated using Integrated Library Management System (ILMS) SOUL 2.0 (Software for University Libraries) of INFLIBNET since the year 2005. All the library services like housekeeping which includes data entry, issue & return and renewal of books, member logins etc. are supported by the software. Students Identity Cards have the facility of barcode which is utilized for issuance and return of books. OPAC through SOUL service is provided where the users can search the collection of books by title, author, publisher etc. The new books are displayed for the benefit of the user for a period of one week on the display stand. At the beginning of the semester user orientations are provided regarding how to use the various facilities, services and resources available in the library. The library provides computers with internet facility for the benefit of the student user. The library is kept secure with the help of closed circuit cameras.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

The library of the college has a collection of rare books and other knowledge resources including CDs and DVDs.

A separate record of the same is maintained. The rare books (special books), reference books as well as special books are for reference within the library and are not lent outside the campus.

The knowledge resources include 3440 reference books (which includes year books, 37 encyclopaedias, dictionaries, biographies, subject reference books). The library also has 111 special books, 186 CD ROMS + CD & VCD, 441 audio-visual materials.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)



**Response:** 3.99

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
3.40	3.66	4.19	4.57	4.15

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library**

**Response:** No

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students**

**Response:** 0

4.2.6.1 Average number of teachers and students using library per day over last one year

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

**Response:**

Higher education institutions are facing an increased demand for IT infrastructure as it has almost become the foundation on which most of the academic and administrative needs are structured – hence at MDSMC we are keenly stepping forward to setup secure and stable wired or Wi-Fi network campus for our students and staff.

Technology Cell of the college constantly reviews and monitors the functioning of the IT services and according to the changing requirements in the areas specified – implementation process is initiated for upgradation. In the recent times MDSMC procured 60 computers, 13 projectors, 05 smart super campus (MKCL) licenses and introduced student's attendance tracking with by RFID technology.

Currently, we at MDSMC, use 100 Mbps optical fiber line along with Tata Tele Broadband Services with dedicated PRI Line supported by 05 (Five) separate 40 MBPS lines for separate operational areas such as administration, library, laboratories, and teaching staff study centre. Internet lines are upgraded from 08 MBPS (06 Lines) ADSL to a total of 200 MBPS (40 mbps x 05 Lines) VADSL.

The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students and staff the facilities of e-mail, net surfing, up/down loading of web-based application, besides helping them in preparing projects & seminars.

College library uses latest ILMS software (SOUL 2.0) for all library services e.g., library books issuance and return with the help of bar-coded books and students Identity Cards. Students attendance is monitored through RFID Identity Cards. Microsoft campus license (for Windows OS & MS Office), Corel Draw and Adobe are among the few purchased / subscribed software's by our institution.

MDSMC uses SOPHOS firewall to prevent illegal access of internet. SOPHOS's product range offers network security solution (Firewall and UTM appliances), centralized security management (SOPHOS Central Console appliances), centralized visibility (SOPHOS iView). SOPHOS network security appliances include multiple features like Firewall – VPN (SSL VPN & IPSec), Intrusion Prevention System (IPS), Content & Application Filtering, Web Application Firewall, Application Visibility & Control, Bandwidth Management, Multiple Link Management for Load Balancing and Gateway Failover, over a single platform. SOPHOS solutions aid the compliance regulatory needs of organizations. Anti-Virus, Anti-Spyware & Anti-Spam services are subscribed from quick-heal and Kaspersky.

Maintenance contracts are given to agencies for proper functioning of hardware, networks and wifi and internet connection.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 344:21

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**Response:** >=50 MBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 70.13

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
309.35	212.81	42.24	81.57	91.36

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.****Response:****Maintenance Policy and Procedure:**

1.Registration of Complaint: Registration of the complaint in the office giving the details of the maintenance required by the respective department. The complaint is written in the Complaint Register, the Campus In Charge takes it to the concerned person or informs the office registrar.

.Complaint Redressal: The College has an AMC for computer repairs, Air Conditioning repairs, pest

control, electrician on demand, sewage cleaning person, water cleaning, plumber on demand etc. The complaint is directed to the concerned person by the vice principal or registrar. The technician visits the site and assesses the maintenance required and completes the job.

3. Job Completion: after satisfactory Job completion, signature of concerned person or the administration is taken.

4. Payment: the vendor submits the bill to the office and standard procedure is followed for processing.

5. Annual Maintenance Contract: Annual Maintenance Contracts for computer related repairs and maintenance, power backup systems, fire extinguishers and pest control for library are in place.

6. General maintenance for water-coolers, air conditioners, pest control services, EPABX & CCTV cameras.

### **Procedure for Utilization of Support Facility:**

#### **Sports Facilities:**

The college maintains the Gymnasium and the sports equipment by constant monitoring system which is carried out by the sports department staff.

#### **Utilization and Maintenance of Laboratories:**

1. Class wise laboratory schedules are followed as per time table.
2. Standard Operational Procedures for handling various chemical, equipment and instruments to be strictly followed
3. Dead Stock Registers is maintained and updated regularly.
4. Dead Stock verification and inspection is carried out during the Internal Audit at the end of the Academic Year.
5. Obsolete equipment and instruments is discarded by following the standard procedure.

#### **Utilization of Library:**

- a) Student are required to procure ID card which also functions as Library Card
- b) The library uses INFLIBNET SOUL 2.0 software to issue books on that card
- c) Students can access online journals and magazines in the e-Library.
- d) The question papers of previous years are stored on desktop of computers for students which they can access
- e) Students can use the central reading rooms available in the campus from 8.00 a.m. to 5.00 p.m.

**Utilization of Computer Laboratory:**

- a) Class wise computer laboratory schedules are followed as per time table
- b) New requirements are processed through college administration
- c) There are three technicians solely appointed for maintaining all computers and peripherals. They are also responsible for installing and upkeep of software
- d) Outdated computers are either refurbished and given to some other sections where the requirements are not for high end configuration or disposed under e-waste handed to a recognised agency for safe disposal

**Utilization of Class Rooms:**

- a) Classrooms are allotted as per the student strength.
- b) Classrooms, corridors & all washrooms are maintained with the help of support staff dedicated specifically for this purpose
- c) Acting on complaints of students the management has appointed four extra support staff who are required to only clean the toilets.

**Utilization of miscellaneous resources**

The college maintains the other resources such as laptops, projectors, portable microphones and Public address systems by constant monitoring system which is carried out by the support staff and the respective departmental staff.

Sr. No.	Nature of work	Name of agency / Person
1	Gardening	Mr. Pradip Ahire
2	Plumbing	M/S Ashish Plumbing
3	Electric maintenance	Mr. Sarvesh Kumar Pancham
4	Housekeeping	M/S 24/7 Facility Management Services
5	Pest control in the library	M/S Jayshree Pest Control
6	Computer maintenance and ICT facility maintenance	M/S Ornate Computers Pvt. Ltd. M/S Applitech Computers
7	Security Guard	Jagdamba Service Solutions Pvt Ltd.
8	Fire extinguisher	Supreme Fire Equipment
9	Air-conditioning	M/S Airserve Engineering
10	Building Construction	Slick Build

11	Water Tanks Cleaning	M/S Clean Tank	
12	Solar Panels Maintenance	Solaron Homes Pvt. Ltd.	
13	Furniture & wood work	M/S Sahakar Furniture (Prop. Dinesh S. Mistry)	
14	College Playground Cleaning / levelling / maintenance	Jagrup Transport	

File Description	Document
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 4.18

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
65	124	190	174	134

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 6.2

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
230	196	186	214	184

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 26.7

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
400	2405	540	622	487

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 43.87

5.1.5.1 Number of students attending VET year-wise during the last five years



2018-19	2017-18	2016-17	2015-16	2014-15
1789	1745	1158	1218	1237

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 9.92

#### 5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
77	65	154	30	34

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 3.26

5.2.2.1 Number of outgoing students progressing to higher education

Response: 23

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 4

**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

**5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	14	1	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

**Response: 4**

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	3

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

The Students' Council of the college consists of Convener, 3 Chairpersons and student representatives from different streams - Arts, Commerce, Sports and Professional Courses., The Convener and 3 Chairpersons are represented by teaching faculty. The teacher's representatives are nominated by the college authorities. The student representative in the council is selected in the following process. In the first stage from each class, a class representative is elected by the students. (to be a class representative the student candidate should have a clear academic record) From the elected class representative's joint secretary is elected from each stream and from the elected joint secretaries, general secretary is elected.

Students council starts its yearly activities with a "TALENT HUNT" to identify the talented students. The winners are felicitated on the occasion of the inaugural programme of the Students Council. The selected students are encouraged to participate in the various inter Collegiate competitions and "YUVA MAHOSTAV" organized by the University at the regional level and zonal level for its affiliated colleges in the fields of literary events, fine arts, music and dance.

The prizes won by the students in the zonal level and regional level are as follows-

Year	Prizes won at Yuva Mahostava
2014-15	9
2015-16	6

2016-17	8
2017-18	12
2018-19	22

The Students' Council also organizes Teachers' Day, Independence day, Ras-Garba and Republic Day Celebrations. Besides, for the outgoing third year students, farewell Function is held every year followed by entertainment activities

**student representatives are present in the governance of the following committees**

Name of the Committee	Functions played by the Student Representative in the committees
IQAC	Helping in understanding requirement of the students while framing the academic activities of the year
Students Council	Motivating students to participate in the various cultural events and helping to implement various activities of the council
NSS	Helping to organize and conduct the activities of the cell and promote the motto of the cell
NCC	Helping to organize and conduct the activities of the cell and involve greater number of students in nation building
Magazine	Helping the editorial board
Grievance Committee-	Acting as a bridge between students and the administration
Health Committee-	Helping to organize and conduct the activities of the committee
Enrichment Courses	Collecting the name of the interested students for the various courses
Sports Department	Motivating students to participate in the various sports event
ICC	Helping the students to voice their grievance against sexual harassment
SC and ST Redressal Cell	Voicing the concerns of the students from the SC and ST community

The representation of the student's in the committee help in the overall development of student's skill like Leadership, Organization and Team Building. Further it provides a platform to the Students to voice their

views.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 19.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	23	17	17	18

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

The Alumni Association of the college, Maitree Alumni Association, is a registered body under Society Registration Act 1860 and the structure of the association is as follows-

President – Dr.Deepa Sharma

Secretary – Mrs.Zankhana Thakkar

Treasurer – Dr.Urmila Gor

Members – Dr.Bipinbhai Mehta (Management representative)

Members – Dr.Shilpa Shah (Staff representative)

Members – Mrs. Kiran Seth (Alumni representative)

Members – Ms.Pratima Rambhai (Alumni representative)

Members – Mrs.Mamta Pawar (Non-Teaching Staff representative)

The membership of the association is open for ex- students and enrollment form of the association is available at the college website, further the forms are also distributed to the students of the third year. To improve the communication among the members the association has utilized various mediums of social networking like Facebook, WhatsApp, and also a link is available on the college website. Every year the association organizes a meet of the alumni in the month of December.

The Alumni contribute to the development of the institution in a number of ways:

- Support system: Each department has its own Alumni pool from which the student personnel are drawn to share their experiences. During their interaction invited Alumni discuss their choice of higher studies, career options and employment opportunities. For e.g. a) Alumni Sana Khan was invited to deliver a lecture on “Career after graduation” to the TYBA and TYB Com students. Sociology graduate Ms. Khushboo Pathak spoke on “Law as a Career Option”; Ms. Vibha Vishwakarma, currently pursuing her Masters in Social work at S.N.D.T. Women’s University was invited to speak to our students on the choice of courses after graduation.
- Offering expertise: Alumni who have excelled in their chosen fields contribute as resource persons. Alumni from Batch 1996 Ms Kiran Seth, Psychologist conducted a Certificate Course of four months duration on “Academic and Behavioural Concerns of School Children” for students of Psychology Department.
- Providing role models: The alumni engage in co-curricular and extra-curricular activities of their departments. They participate in intercollegiate paper presentation competition and accompany the present batch of students to field visits. In this way they prove to be live examples to students about their continued association with the college. **For eg Alumni accompanied the present students in the visit organized by Economics department in 2017**
- Financial Assistance: The Alumni not only contributes by sharing her knowledge expertise but also acts as a resourceful agent. For e.g. Alumni Manisha Chheda has donated consistently for the development of the college for the last few years.
- Teaching Faculty-Alumni has also joined the institution as teaching faculty and has thus contributed in the development of the institution. Alumni who have joined the degree college as teaching faculty are-
  - Dr. Urmila Gor, Vice principal and Head of the Department of Economics
  - Mrs. Zankhana Thakkar, Department of Economics
  - Dr. Shilpa Shah, Department of Sociology
  - Mrs. Payal Lakkad, Department of Sociology
  - Ms. Bharati Mishra, Department of History
  - Ms. Nimisha Parmar, Department of Gujarati
  - Ms. Priyanka Tikwade, Department of Sports
  - Ms. Hina Sharma, Department of BA M.M.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

**Response:** ? 5 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 9

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	1	2	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

##### Response:

The vision of the college is

*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 Shri M D Shah Mahila College 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 the institution aims to achieve. This is accomplished through academics (papers like History as Heritage, Women in Changing India), Enrichment courses (Life Skills, Yoga) and co-curricular programmes (Value Education, Environment awareness). The primary aim is to expose and prepare the students to global competition and also preserve the traditional values. Such a plan is executed through cooperative and coordinated work of the leaders comprising of senior teachers and administrative authorities.

The IQAC is the apex body which develops a system for continuous and consistent improvement and development in academic and administrative processes of the college. Through IQAC designed system called Performance Excellence System (PES), the college sets organizational directions, deploys plans, engages the staff members and designs a path of sustainability built around Core Values and Participative Administration. PES has enabled the creation of multiple and multi-level leaders in teachers who take responsibility in the area designated to each one. The focus is to facilitate the integration of the college's Vision-Mission with the requirement of the Stakeholders taking care of Core Values and the work processes.

Leaders involvement in deployment approaches (listed below) also reflects their personal commitment to the organization's values.

- APPROACH – Departmental Performance Plan for academic departments and Support Services ensures alignment among Strategic Goals, Action plans fulfilling Vision and Mission.
- DEPLOYMENT – PES leaders ensure the functioning of Departmental Performance Plan
- LEARNING – The annual Internal/Peer Audit of academic and support services provide opportunity for learning.



- INTEGRATION - The Strategic Plan, Departmental Performance Plan and learning through Feedback of audit work in harmony to fulfill Vision and Mission.

The College Development Committee (CDC) is also an important monitoring body responsible for planning and evaluating the administrative and academic processes. The staff members become a part of the planning and decision making process through their representation in the CDC. Major decisions related to sanctioning of budget, approval of new courses, implementation, revision and accountability of teaching-learning process are taken by the CDC members.

A code of conduct is in place for students which is displayed on the college website and printed in the Prospectus. The teaching and non-teaching staff members adhere to the Code of conduct drawn by UGC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The institution practices participatory administration and decentralized management. The decentralized system enables delegation of power in the important areas namely- IQAC, Educational Management and General Administration. The work of these Heads is in coordination with the guidance of top governance (Management and Principal) and with, University, State Education department and UGC). Student representatives are appointed in the different committees to involve them in the functioning of the institution. Parents' contribution is evident in their involvement in Parents-Teachers Association (PTA) and Parents' meets organised by departments and HEI. Suggestions from Alumni are also taken into consideration.

- IQAC follows PES and the work is handled by IQAC members who lead the following Cells- Educational Excellence and Leadership Cell, Human Resource Development Cell, Research Cell, Feedback & Evaluation Cell, Technology Cell and Community Welfare Cell.
- Educational Management is looked after by Degree college In-charge, Supervisors, Heads of the departments and Student Leaders.
- General Administration of the college is looked after by the Registrar, Superintendent, office staff and Librarian along with Degree college in-charge and Supervisor.

#### Case Study: EDUCATIONAL EXCELLENCE & LEADERSHIP CELL

- To bring responsible execution of teaching learning process for constructive development of the students and better functioning of the education system

The college has Performance Excellence System that was developed with the help of experts that ensures participation of majority of teachers and students in the key decision making process. The Head of

each cell is chosen keeping in mind his/her abilities and keen willingness to contribute to the college development. The head of each cell is an IQAC member, thereby ensuring smooth communication. Seniority is not a parameter in consideration for selection. The work to be accomplished by each of these Heads is executed through a coordinated working style.

This Cell strives to enhance academic excellence by arranging seminars and workshops, distribution of students and monitoring progress for mentoring etc. It works with various committees like the Career Guidance & Placement Committee, Library Committee, Academic Council Committee, Examination Committee, Academic Departments, Enrichment Coursescommittee and Book Bank Committee. Each committee has one or more teachers and a convener who execute the work systematically. At the beginning of every academic year each committee convener is given guidelines by Head of Educational Excellence and Leadership Cell as to what is expected of the committee. For eg. Career Guidance & Placement Committee is guided to train students in making their CV, arranges talks on interview techniques, holds Job Mela etc.

The convener of each committee with the help of teachers and students plan and execute the activities. Meetings at intervals enable the in-charge to track the execution of the plan and fill gaps in the system. Academic audit is conducted every year in variants like peer audit, external audit or inter-departmental audits. The head of the Educational Excellence & Leadership Cell has full autonomy for planning the activities.

Conclusion: More than 50% of the staff is involved in the Educational Excellence & Leadership Cell resulting in participative decision making.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The College is a women's institution with majority of students coming from disadvantaged section of society. Consequently the institution provides and promotes empowerment based initiatives extensively. The first strategic plan was prepared in 2008-09 for five years; the second strategic plan was prepared from Academic Year 2013 – 2014 to Academic Year 2018 – 2019. The third plan was prepared from 2019-20 to 2023-24.

In keeping with the mission and goal drawn out in the Strategic Plan on 'Empowerment to students' of the institution and 'Strengthening Students' welfare', the following aspects are addressed-

**Health:** The Health Centre has been robustly working towards students' health. Its project on eradicating anaemia among girls by devising Intervention Strategies is a result of focus on women empowerment. The project was taken up when analysis was done on reasons for poor students' attendance and results. One of

the reasons found was the lack of attendance due to ill health and poor performance in academics.

Recognizing the critical role played by Health in the overall development of students and the impact it has on the academic performance, the institution has stressed on health programmes and nutritional well being of students. Arogyam Health Centre works responsibly towards the following health related initiatives-

1. Annual checkup camps are organised to detect anaemia and incidence of Thalessemia. Medical intervention in the form of iron tablets prescribed by doctors, regular feedback on special cases and advice to parents are arranged. Additional health camps on ENT are also arranged.
2. Awareness programmes through lectures and talks by doctors, health experts and Seminars on health related topics on Women's health issues, Healthy diet, Cancer awareness and General Hygiene are organised periodically.
3. The Health Committee and Student Health representatives sieve out health related articles fortnightly from newspaper and magazines and put it on display.
4. Aarambh project – The anaemic students are adopted in the Aarambh project. Many of these students belonged to economically weak backgrounds. Under Aarambh the iron deficient students are provided free snacks from the canteen (record maintained). The Aarogyam Health Centre also undertook a project with iron deficient students. They were provided healthy and nutritious food like dates, roasted chickpeas and jaggery, 'Peanuts and RajgiraChikki' and encouraged to bring tiffin from home and eat with friends.

The tangible benefits seen after the intervention strategy were:

- Each year more 500 students are tested for iron deficiency and supported medically (iron supplements and counseling)
- Thalessemia checkup of all new entrants to the Degree college is organized and acute cases are diagnosed and counseled.
- Increase in level of Heomoglobin of students in the Aarambh project
- Increase in participation in academic and extracurricular activities

Lectures on Cancer awareness, Family and marital planning and vaccination (Rubella) programmes are also organised.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

The top governing committee of the college that approves the major decisions of the college is the Managing Committee which is chaired by the President of the JanSeva Samiti, the management of the college. The overall academic and administrative functioning is handled by the CDC with active involvement of Principal, Vice-Principal, Supervisors and IQAC co-coordinator.

The Principal is the Chairperson of IQAC. All major academic and administrative decisions are implemented through IQAC. The IQAC creates a purposeful and result oriented strategy aimed to arrive at Total Quality in Education through the self designed Performance Excellence System (PES). The IQAC reinvented the work processes from a conventional mode to a multidimensional one with individuals becoming involved as leaders in different areas of institutional development.

PES is made up of six important cells. The first of the six cells under PES, **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. Academic Council Committee under it oversees the conduction of internal/peer audit of academic departments and Library services. Committees within this cell look into the areas of Career Guidance and Placement, Examination, Enrichment Courses, Book Bank, Alumni, PTA and Discipline. Academic Departments are looked upon as significant components in good functioning of the institution. **Human Resource Development Cell** primarily aims to equip students with skills to boost capabilities. Organizing extra-curricular, sports and cultural activities at college and intercollegiate level, training programmes for sports and cultural activities and promoting welfare programmes for students and teachers is the primary work of the cell. Staff Secretaries and Faculty Development Committee, Students' Council, ICC and Food Safety Committee, Staff & Students Welfare Committee and Students' Grievance Redressal Cell function under HRD Cell. **Community Welfare Cell** extends its purview to include the community in the vicinity of the college in its awareness programmes while training and sensitizing students towards the needs of society and preservation of natural resources and it is accomplished through NSS, NCC, Health and Counselling & Consultancy Committee. Research is encouraged among staff and students, and gaps in accomplishing research activities are addressed by the **Research Cell**. **Technology Cell** simultaneously upgrades technological skill and records the progress of the college and its stakeholders. Magazine Committee works within this Cell recording events and reports. The technical unit updates the Website regularly. 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 Registrar oversees the Office administration. The Office staff includes Office Superintendent, Head clerk assisted by a team of Senior and Junior Clerks. The office takes care of Admission, Eligibility, Scholarships and Freeships, Accounts, Issue of certificates and documents, Maintenance of staff service records and correspondence with the Affiliating University, UGC and Government bodies. The college follows the rules and regulations defined by UGC, State Government and Affiliating University for procedures involving recruitment, promotions, and service matters.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

The effectiveness of the planning and execution of the committees of the institution is evident in the functioning of the Career Guidance and Placement Committee. Keeping in mind the financial status of students and the need to boost job potentiality of the students, the IQAC planned to review the placement process. A decision to enhance the dynamics and outreach of Placement Cell was taken by IQAC.

Career Guidance and Placement Committee is a committee which works under the wings of Educational Excellence and Leadership Cell of the IQAC. The convener of Educational Excellence and Leadership Cell is an IQAC member.

In the IQAC meeting held on 14/09/2017 a decision regarding initiating a scheme to enhance placements was taken.

AGENDA ITEM No. 2- It was decided that Antarang and Adhyayan's Career Readiness Review for Schools/Colleges Workshop would be held in the college in the second semester.

A meeting with the team members of Antarang NGO and Adhyayan Foundation and IQAC members ensued wherein the premise of the programme was discussed and finalized (3rd November, 2017).

The assessment of the college was undertaken by a team of teachers, parents, students and members of Antarang NGO and Adhyayan Foundation over a period of three days (27, 28 and 29th February, 2018). The intention of the assessment was to understand if the classroom activities, the programme publicity materials around the college and the stakeholders were shaping students to be career ready. The findings were arrived at through classroom observations, Learning Walk, interaction with Principal, teachers, parents and students. The report of the findings were then analyzed which led to the decision taken by IQAC to start to a training programme. The Placement Cell was assigned to undertake the programme.



n a meeting conducted by the convenor of Educational Excellence and Leadership Cell with the Career Guidance and Placement cell held on 6th March, 2018-

AGENDA NO 2 – It was decided a programme to enhance job skills and opportunities in students will be taken by Antarang NGO and Adhyayan Foundation over a period of 3 months.

In the minutes of the Career Guidance and Placement Cell held on 17th September, 2018-

AGENDA NO 2 – Members reviewed the Career Readiness Review organized by Adhyayan Foundation.

The programme was finalized and it began with testing students to locate interest and aptitude areas. It was followed by four levels of training sessions to equip students with necessary job skills, career awareness programmes and industry exposure. 55 students underwent the training programme and 35 were certified as ready for a career. The linkage developed in the process and increase in visibility of the college has led to substantial increase in placements subsequently with good pay packages.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

##### Response:

The Management of the college is proactive towards the needs and welfare of the entire teaching and non-teaching staff members.

- A health check-up camp for staff members is an annual feature and it is free of cost. Medical tests to diagnose diabetes, heart problems, cancer, oral health, anemia, calcium deficiency, ENT issues and so on are part of the camp.
- Provision of part payment of salary to teachers and full payment of salary to non-teaching staff is done in case of delay in salary grant.
- Non-teaching staff members and teachers have a group Life Insurance approved by the management.
- Due to the efforts of the management Loan facility is made available from Junior College Employee's Credit Cooperative Society to the teaching and non-teaching members.
- Excursion is arranged for teaching and non-teaching staff members to resorts
- Tarang, an intercollegiate competition is exclusively organised for the non teaching staff. The non teaching staff of not only our college but all the colleges of Mumbai participates in the event. In the year 2018-19 more than 20 colleges sent their staff to participate in various events. The expenses of the event are borne by the management.
- Since last 12 years a seminar is organised annually for the non teaching staff for value addition in their personal life. A series of seminars on 'Adding Life to Life' was arranged. Themes like 'Life after 40', 'Ergonomics', etc. have also been taken up.

- A Nature Cure programme was initiated for staff members with a focus on improving lifestyles.
- The management has initiated a welfare scheme to provide incentives in kind/cash to staff members as appreciation for their contribution to institutional progress and/or excellent academic achievements. A sum of Rs. 8 lakhs has been allocated for the welfare of staff members wherein committed and devoted employees who have contributed to the progress of the college are felicitated and awarded in cash prize ranging from Rs.10000 to Rs. 40000.
- Under the welfare scheme the management has taken a lead in reimbursing full fees for higher education of the wards (girl child) of non-teaching staff members.
- Two Uniforms every alternate year and monthly laundry charges to Class IV employees are given.
- The yearly insurance of the non teaching staff- peons and office staff is paid by the management from this year.
- Teachers are given PTAC for attending Seminars and Conferences.
- Faculty Development programmes are organized regularly on a variety of topics like Voice Modulation, Investment and so on.
- Management supports teachers for Research work and in cases of personal emergency cases with alternate arrangements.
- Canteen and gymnasium facilities are available for staff within the campus. A water cooler is installed in the staff room and it is air-conditioned.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 28.41

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	9	4	12	15

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by

**the institution for teaching and non teaching staff during the last five years****Response:** 8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	7	9	1

**File Description****Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

Any additional information

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 27.65

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	13	03	11

**File Description****Document**

IQAC report summary

[View Document](#)

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

Annual appraisal of teaching staff members is conducted as follows-



Performance Appraisal based on Confidential Report: At the end of every academic session, the teachers fill the self appraisal part and submit to the respective Heads of each department. After the HOD puts in her/his remark it is forwarded to the Degree College in-charge /Supervisor who fills in their observations and finally it is sent to the Principal. The principal also puts in her comments. As a matter of policy the Confidential Report is shown personally to all the staff members. The CR form of non-teaching staff members, after self appraisal is submitted to the Registrar of the college and after her remarks it is submitted to the Principal. The principal puts in her remarks and the report is shown to the individual employee.

#### **Performance Appraisal of Teaching staff based on PBAS:**

The college follows the Performance Appraisal system laid down by UGC and SNDT Women's University in the form of Performance Based Assessment System (PBAS). All the norms of Selection Committee and Selection Procedures are followed strictly. API score requirements for the different cadres in Career Advancement Scheme are applicable. Teachers fill in API and the documents are assessed as and when the teachers become eligible for CAS promotion to the next cadre in line with the multiplication factor of years of service required to apply for CAS promotion. The PBAS score in Category I, II, and III are scrutinized by a committee who verify documents and certificates. The file is then forwarded to the IQAC for a second scrutiny and personal interview.

The teacher who wishes to be considered for must send in their request to the Principal within a stipulated time frame. The teacher is assessed if he/she possesses all required qualifications and fulfills the requirements of PBAS. Upon being assessed by the IQAC, the applications are sent to the University for approval following which a selection committee is invited. The selection procedures are completed on the day of the selection committee meeting. Scoring and recommendations are given by the committee on the basis of merit and credentials attached with the application and later it is signed by the selection committee.

#### **Performance Appraisal of Teaching and non-teaching staff based on Feedback:**

The Feedback Cell of the college conducts a feedback twice a year. Online and manual feedback is collected from students once a year. Teachers fill peer review forms for colleagues from the department and other departments. Teachers also give feedback of the academic administrators namely, Principal, Degree College in-charge, Supervisor and Librarian. Non-teaching staff members fill in feedback of the Registrar and Principal. The analysis of feedback is then presented to each staff members.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

There are four levels of financial audits-

1. The management has appointed internal auditors, M/S.Vakilna and Company. They regularly monitor the process of working. They check and verify each purchase bill. Unless a bill is signed by them, cheque is not made. There are always two signatories on any cheque issued by the college.
2. The internal auditors have appointed a dedicated person to ensure necessary tax and procedural related compliance like TDS deductions, GST, availability of quotations, existence of purchase order etc
3. Statutory auditors- M/S Manish Chokshi and Company verify, check the Books of Accounts and sign the balance sheets and audited statements of the college.
4. Audit is also done by the Accounts Department of office of the Joint Director Higher Education, Mumbai. The audit is done for salary, pay fixation, salary disbursement, salary recovery, leave encashment, Leave Travel Concessions and Non Salary Grants etc.
5. The final and overall institutional audit is done by the office of the Accountants General of India.

Mechanism for settling accounts objections-

A prior meeting of the Managing Committee is called with the Internal auditors and Statutory auditors. The issues raised by the management members are clarified by the auditors and vice versa.

The Accountant General's (AG) objections are settled by complying with the queries raised.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 93.52

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
24.46	29.69	11.50	20.90	6.971

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The chief source of funds collection in the college is through donations and fees from the various sections of college. The college, established in 1968 is recognized in the society for its efforts towards women empowerment. The management, especially the President, former Sheriff is known for his philanthropy and contribution to encouraging entrepreneurship among women. The college therefore receives donations from the Management members regularly. Besides, the benevolence from well-wishers in society is sought too. The institution receives funds in the form of sponsorship both in kind and/or cash during seminars and conferences from banks and corporate offices. Applying to many Non-Government Organisations has resulted in noteworthy contributions like scholarship for students from BPCT, Budhrani Trust, Rotary club, Shreeji Girl Education Tank. Organisations like Lion's club of Juhu has sponsored projects organized under Centre for Incubation and Entrepreneurship.

To ensure transparency in processes, the college has a standard policy for purchases made, that is- first three quotations need to be invited then the quotations are opened in front of the management, concerned department, office staff and students (especially for tours) and then the best price is selected. The best price is sometimes further negotiated and only then the work order and then the purchase order is prepared. Further, the management has members who help in getting best price for various purchases.

To ensure fiscal discipline, an annual expense towards allocation of budget for Library, furniture & fixtures and Infrastructure is approved in Management meetings. Fixed deposits are in place to assist in smooth functioning of the institution in case of emergency and to upgrade the existing academic programs. The management has a policy to keep the Fixed Deposits in nationalized banks only. The internal auditors periodically review the balances and guide the management for getting maximum rate of interest.

Space crunch being a serious issue in Mumbai, ensuring optimum utilization of resources is a major challenge. The academic activities are planned to optimize use of the Seminar, Conference and Audio-Visual rooms as classrooms whenever needed. The college management has converted the playground to an open stadium by providing additional facilities, the canteen facilities have been extended too.

The rain water harvesting system was designed out of spare pipes and developed by in-house Class IV staff enabling resourceful use of existing material and personnel.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

IQAC has contributed significantly in institutionalizing some significant quality assurance strategies and processes. The application of participative management system in the functioning of the college has been a positive step forward. Additionally, understanding and applying Quality tools in improving work processes have resulted in the college being awarded 'Best College Award' in 2014-15 and 'Best Non-Teaching Award' in two consecutive years 2016-17 and 2018-19 by the University.

*Two practices institutionalized successfully are -*

### **1. Inculcating leadership among Students**

The student's interest is at the centre of all the decisions. Thus a conscious plan to involve the primary stakeholder - "students" - in the journey of quality assurance was formed. Opportunity to feel responsible and a valuable contributor to the betterment of the institution were created by giving ownership roles to students.

A policy was made to give majority of the students some leadership roles. The issue was discussed with different committees and a decision was taken to create opportunities by different committees to involve maximum number of students in leadership roles.

Apart from the customary General Secretary and Joint Secretaries, *Class Representatives* (minimum 4 representatives in each class) are selected/ elected. They convey policy decisions taken in Students Council meets and are responsible for addressing discipline issues. The NCC students are in uniform or wear a batch.

The following leadership roles were created

1. Each class has a *Grievance Representative* who are the medium between Grievance Redressal Cell and aggrieved students.
2. Appointment of Health representatives who work towards creating awareness about the importance of health. The Cleanliness Representatives record health and hygiene issues in the classroom and washrooms.
3. The Discipline Representatives are given the responsibility of maintaining discipline especially at the time of students' exit.

This process enables orientation to leader's role and responsibility while aiding the procedure of building a quality culture in the environment. Any leadership position or a different role from the routine adds to students' confidence and feeling of responsibility.

### **2. Application of TQM techniques**

Training in Quality tools to the teaching and non-teaching staff members enabled opportunities to bring in small but effective changes in the work systems.

- 5S technique – Use of 5S in Document room enabled to enhance the document retrieval system. Beginning by sorting out documents in the Document room, setting it in order, standardizing a system using colour coding and labeling for easy access, the entire process of document retrieval was systematized wherein records and documents could be provided to stakeholders within minutes.

- Kaizen- Application of Kaizen in key management, labelling fan and light buttons in classrooms, packing and sealing University answer books helped in improving the routine work.

The aim of these applications was to reduce time cycle, bring in cost effectiveness and quality services to stakeholders.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

Reviews of the teaching learning process, structures & methodologies of operations and learning outcomes is conducted by IQAC systematically. Two methods which validate it are-

#### 1. Academic Audit:

The college undertakes audit of the academic departments every year. It is seen as an experiential process to improve approach, attitude and work systems. For the past 5 years, IQAC has assessed the departments using audit in different ways. In 2014-15 an intra-departmental audit was conducted with one department evaluating another department and providing strengths, weaknesses, opportunities for improvements and challenges. An audit by sending department PPTs to an external expert ensued in the following year 2015-16. This was followed by an internal audit in 2016-2017 by the College Academic Council. Thereafter an external audit was conducted for the period from 2014 to 2017. Systematic internal audit by IQAC with power point presentations were held in 2017-18. In 2018-19 external audit based on NAAC criteria was conducted. Each audit process is followed by Actions taken to address weakness and suggestions given by examiners.

**2. Strengthening the process of Assessing, evaluating and Reviewing the Teaching Learning:** Two IQAC members are entrusted with the responsibility of monitoring and assessing the teaching learning process from planning, execution and feedback.

The academic departments prepare a plan of the activities and programme to be conducted during the academic year and submit it to the Educational Excellence and Leadership Cell. The planning and execution of the activities is reviewed by the Convener of Educational Excellence and Leadership Cell who is an IQAC member. In the meeting with Heads of the Department, the Convener encourages continuous evaluation by way of various evaluation modes like Oral and written exams, PPT and poster presentations, visit reports and viva, objective test and open book exams, projects and performance based tests. At the end of every year an audit of the department is conducted to review the activities and its impact on beneficiaries.

Feedback is collected for reviews and responses about people, processes and facilities. The intention of such feedback is to analyze the effectiveness of teaching –learning process and satisfaction quotient of the

infrastructural facilities, support services and developmental programmes offered by the institution.

- Teacher assessment is done by students, peers, Head of the department, Supervisor and Principal. The feedback report is analyzed and the teacher is counseled if necessary.
- Curriculum feedback is collected from students, Alumni, teachers and parents. The gap disclosed in feedback analysis is addressed by conveying the deficits or requirements to BOS chairperson or members.
- Teachers and students provide Library feedback annually for the library services.
- Feedback of activities conducted in the institution is undertaken and analyzed to locate deficiencies and improve on it.
- A feedback of Support services like Health centre, Students' Council and so on enable to adjudge the needs and requirements of students.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response: 0**

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit



**Response:** C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

The college has undergone three cycles of accreditation in 2002, 2008 and 2014 respectively. The IQAC was established after the first accreditation cycle in 2005. It has been implementing and streamlining many quality enhancement measures in addition to those pointed out and recommended by the peer team report.

The chief quality enhancement initiatives in the academic and administrative domains successfully implemented in the last five years are-

1. **More IT facilities-** New computer labs, projectors in classrooms, more laptops, speakers, new Public Address System has significantly added to the use of IT.
2. **Academic and Administrative Audit of departments, committees and office-** regular AAA is conducted
3. **Strengthening of Performance Excellence System (PES)** for improved academic and administrative functions. The system has helped in involving majority of staff in the decision making process and has streamlined processes for data capturing.
4. **Result Analysis** – IQAC has adopted a Result mapping system to trace the progress of students and consequent strategies to be planned to address academically weak students.
5. **On line Feedback Collection and Analysis** – A transition from manual to online feedback has taken place. Feedback is collected from students for Teaching-Learning process, Library and office service as well as Curriculum and facilities.
6. **Strengthening of Quality Circles-** An attempt is made to sustain best practices while Quality Circle teams work to refine processes and systems. At least one project every year is taken up.
7. **Centre for Incubation and Entrepreneurship-** the establishment of the centre has resulted in creating more opportunities and avenues for students
8. **Skill Development Centre-**the skill centre started in 2017 has courses ranging from weekly programs to certificate, and diploma course.
9. **Efforts towards Green Campus-** the solar panels are installed in the college, all the lights are LED, wet garbage management by composting is in place, kitchen garden, e-waste management system is there.
10. **Significant Up-Gradation of infrastructure** – The management has invested in the up gradation of the infrastructure. Renovated building, renovated classrooms, renovated office new rooms like IQAC room, staff computer lab etc .The toilets are renovated. Changing rooms on every floor are

provided to students.

**11. Additional facilities to students for sports-** college has taken up the involvement of students in sports very seriously. An open stadium is made for sports activities

File Description	Document
Any additional information	<a href="#">View Document</a>

NAAC



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 67

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	9	12	11	22

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The institution shows gender sensitivity in providing facilities such as safety and security as well as counseling services.

Safety and Security –

- The college has 24 x 7 male and female security guards and entry to college is strictly monitored by the guards. Entry to students is by I-Cards. Visitors enter with an Entry pass which has to be signed by the person who is approached.
- Additionally CCTV surveillance system is active with cameras in strategic positions of the building and a display monitor in Principal's cabin.
- As part of the Enrichment course, a Self-defense training course is offered to students from 2013 onwards. Students are taught techniques to evade attacks from strangers and use handy ordinary everyday objects as weapons to save themselves. The emergency phone numbers of the closest

police station is on display at the entrance notice board.

- The college has a tie-up with the local police station for routine security of the students. It enables easy access to the police and allows a facility of patrolling and visits by police to the college.
- Separate changing room for girls on each floor.

Counseling services - The college is sensitive to the emotional and psychological needs of students.

- Family, career and academic counseling services approved by government are offered free of cost to students in the premises.
- The department of Psychology also offers counseling services.

Common Room - There is a Common room available for students on the first floor of the gymkhana building.

Other support systems-

- Special coaching is given to students to excel in sporting activities like boxing, athletics, cricket and malkhamb.
- Health is an important area of concern for students, many of whom come from economically disadvantaged backgrounds so annual health camps and talks (Anaemia and Thalessemia checkups, menstruation and hygiene) are arranged by the in-house Aarogyam Health Centre.
- To curtail dropouts and extend a helping hand to girl students, payment of fees through installments and financial assistance from Parent Teacher Association is arranged.
- Mentoring is practiced to dispel wrong notions that girls have about themselves in terms of looks, intelligence and ability. Teachers also mentor students in academics to help them.
- 'Women Development Cell' is functional in the college and arranges for talks(Women and Law, Sexual Harassment at Work place) and workshops regularly.
- There is no discrimination between salary paid to male and female staff members (teaching or non-teaching members) in Aided as well as unaided courses run by the management.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 1.17

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 2264

7.1.3.2 Total annual power requirement (in KWH)

Response: 193404

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 75610

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 75610

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The College makes efforts towards management of waste in the following way:

**Solid / Dry Waste Management:** Answer papers (beyond 3 years), Admission forms (beyond 1 year) and student's projects are given to vendors who recycle paper waste. Newspapers, old furniture, iron scrap is regularly disposed off to respective vendors as the need arises.

**Liquid/Wet Waste Management:** Separate bins for wet waste and dry waste are kept on each floor for managing segregation of waste. Canteen also maintains a dry and wet waste segregation system. The canteen uses washable plates. Bins for collection of sanitary waste are kept in ladies washrooms. Wet garbage is managed in a drum and pits. The college has a tie up with NGO "Mission Green Mumbai" which promotes pit-composting. The process is managed by NCC students with help from a Class IV employee. Wet Waste from the canteen is deposited in the pit and composting is done regularly. The manure is transferred to the rose garden and other areas of the college garden. For ensuring that there is no water leakage routine checking and repairing of Taps, Drainage and water pipelines is done. Sensors for auto stopping of water spillage in tanks are installed too.

**E- Waste Management:** E-waste is collected and handed over for safe disposal to Echo Tech Recycling, a recycling unit in Vasai.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The college has a water harvesting system which was built indigenously by the Class IV employees. Every summer (period from February to June) the college used to suffer from extreme water scarcity problems. To overcome this water shortage in 2012 the college decided to undertake water harvesting. There are two main techniques of rainwater harvesting -Storage of rainwater on surface for future use and Recharge to groundwater. The college adopted rain harvesting which 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 the college 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).

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### Response:

#### Striving for a Plastic-Free Campus -

- Initiative towards educating canteen staff on minimizing use of plastic is undertaken by the Campus

in charge. Canteen staff is instructed to minimize use of plastic and use of one-time-use plastic is disallowed.

- Students are given awareness not to use one-time-use plastic

#### **Towards Paperless Office:**

- Communication between departments is through email. Official Information is sent online.
- Photographs are maintained in soft copy.
- Major Administration processes have been digitized. Each employees' certificates, government GRs, important sanctions to college are scanned and maintained in e-form.
- Notices and letters from University are forwarded on email and WhatsApp groups of teaching, non-teaching staff and students
- The Leave Record System- the Leave card uses a single card that stores the annual employee leave record information at a glance. Earlier, with staff strength of nearly 250 persons, the college leaves 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.
- **Single ID card**- earlier, 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 from 27000 cards to around only 9000.
- **E- Question papers**- Earlier, the 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  $76 \times 6 \times 10 \times 5 = 22280$ . This huge use of paper is now avoided due to shift to electronic form (soft copy of the questions papers). The e-question papers are uploaded in the computer which is made available to the students in the library.
- **Green landscaping with trees and plants**- the college has three small gardens and two big play grounds surrounded by trees, which is difficult to find in Mumbai.
- **Guests greeted with Saplings**- To spread awareness of environmental conservation and promote greenery the college 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
- **Online Feedback** by students and teachers has reduced paper use
- **Composting**- The compost which is created is used in the college garden.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 2.05

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
31.03	3.84	00	0.00	0.35

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 68

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	21	14	6

<b>File Description</b>	<b>Document</b>
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 47

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	10	8	4

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>

#### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

#### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Provide URL of website that displays core values	<a href="#">View Document</a>



**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 115

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years



2018-19	2017-18	2016-17	2015-16	2014-15
33	20	16	17	29

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

#### Response:

The national festivals of Independence Day and Republic Day are celebrated every year. The NCC Unit and Students' Council arrange for a variety of activities after the Flag hoisting ceremony. Music department students sing patriotic songs while NCC cadets conduct a march past and display of defence skills. The Human Resource Cell of the college recorded the National Anthem in the voices of the Management, staff and students of the college. Not only did the President of the institution but also the Principal, teachers from all courses, administrative, support staff and canteen staff were part of the programme.

'To uphold cultural identity and conserve heritage' is one of the important missions of the college. In order to address this mission the academic departments and Students' Council organize a panorama of activities. The Department of History commemorates 'Mahatma Gandhi' every year and celebrates Gandhi week in the first week of October. From attempting a 'Gandhi exam' on his life, paper presentation on topics like 'Saints and leaders of Maharashtra' to exhibition of Gandhian principles by way of posters and charts is part of the week's activities. Students are taken to a study tour to Mani Bhavan. The principle of self reliance is administered by organizing a training programme on handicraft making or small-scale industries. This year students and their parents were part of the training programme on making Agarbatti, flower making and pottery making. Students make bookmarks with quotes on Gandhi and distribute it among staff members and nearby schools.

The Department of Hindi organise programmes on the famous author from Hindi literature, Premchand. A week long programme is designed to recollect the varied contributions of Premchand by way of paper presentation, skit or play enactment and guest lectures. The Department of Marathi organises student led programmes to honour the great figure Maharishi Karve, Savitribai Phule and poet Kusumagraj. The departmental co-curricular activities begin with a celebration of Shahu Maharaj Jayanti as Samajik Samta Din. The greatness of Shri Abdul Kalam is displayed in the form of charts and posters by the History and NCC departments. K B Vyas 'Rolling trophy' for literature is instituted by the Department of Gujarati to commemorate the great linguist and editor from Gujarat.

Students celebrate Teacher's Day on 5th September every year by first commemorating Sarvapalli Radhakrishna. Students make book marks and powerpoint presentations on his life.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

A brief description of the method of maintaining transparency in its financial, academic, administrative and auxiliary functions is as follows-

**Finance:** the college does not encourage cash transactions. The fees are collected through DD/ Cheques. On line payments are done where need. Even the payments made to staff for examination work is either paid through cheque or bank transfers are made. The guest speakers are also paid through cheque.

**Academic Transparency:** The teaching workload is allocated to the staff members of the respective departments for each Academic Year. The subjects are assigned as per the specialization and expertise of the teacher in consultation with the Head of the Department. Once the workload and timetable is finalized, the class wise time table is given to the students and teacher-wise individual timetable is collected by the teachers and shared with students. Thus in addition to the heads monitoring of the academic schedule, the same is also monitored by the Supervisors. In case of any lecture/practical being not engaged, it is brought to the notice of the concerned teacher and HOD by the Supervisors. Each teacher is assigned duties in the various committees of the college and they manage the extra -curricular and co-curricular activities.

**Administration:** The college administration is divided into various departments like admission and eligibility, accounts, examination, scholarship, University work, salary disbursement and work of Directorate of Higher education. Each department is responsible for execution of the work allotted to it and is also responsible for any lacunae. The administration of the college is carried out by the College Office Superintendent who is also a member of IQAC. Decisions that affect various departments are only taken after a joint meeting of all concerned staff and departments.

**Auxiliary Functions:** The management provides for campus security, cleanliness, maintenance and repairs at a central level. The services are prompt and efficient.

**IQAC:** The IQAC is the pivotal unit in the college. The IQAC is chaired by the Principal and work is executed by the coordinator and members. The IQAC has designed a Performance Excellence System (PES). It is aimed at creating horizontal leadership as 6 teachers head 6 important cells namely- Educational Excellence and Leadership Cell, Human Resources Development Cell, Research Cell, Feedback and Evaluation Cell, Community Welfare Cell and Technology Cell. All Curricular, Co-curricular and extra-curricular activities are routed through the IQAC. This ensures transparency at all levels and goes a long way in the smooth functioning of the college.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### **BEST PRACTICE 1- Female Physical and Emotional Empowerment- from Defense to Combat**

#### **Objectives of the Practice:**

All the activities in the college are structured towards women empowerment. The President of the college opines that the students must be able to defend themselves. He feels that the reputation of the students should portray such that the eve teasers in the vicinity must refrain from misbehaving with students forever!

Journey towards *Female Physical and Emotional Empowerment* started with following aims-

- Developing a sense of self-worth and belief in oneself
- Attaining mental and physical discipline through self defense
- Developing the ability to organise and influence the direction of social change, to create a just social and economic order

#### **The Context**

The constant incidences of eve teasing, sexual abuse of girls at several places in the nation initiated the need to think seriously and pointedly towards building power within the young girls who study in the college to acquire inner strength and outer resistance power. The college was organizing demonstrations, some short courses on self-defense but the Nirbhaya case in Delhi in December 2012 became the trigger to take up some substantial and extensive measures to find a solution to the problem. Hence the project Vision-Nirbhaya was introduced.

#### **The Practice**

##### *Towards Physical Empowerment*

Under Vision- Nirbhaya, *ALL* the students of the first year Bachelor's of Arts and Commerce Programme are trained to learn numerous methods to defend themselves. Each student is given training for 20 training sessions of one hour each over a period of one year. The training is given as to how to defend oneself while wearing any clothes like a saree or salwar kameez suit, how to triumph over the mind of the attacker, developing inner strength, being vigilant etc.

The course is designed as part of Enrichment course and the students are also given certificates for the same after completion. Participants are trained in combat techniques to ward off predators. Besides self defense techniques, students are made aware of how to protect themselves by using easily available materials like key, Deo, pen, tooth picks, coin, pin, college bags, dupattas, etc. Students are also given physical training to build physical stamina.

The NCC training enables cadets to learn daring feats like slithering down from tall buildings, river rapeling and being ready for all kinds of emergencies.

### ***Towards Emotional Empowerment***

Although, physical training itself instills confidence, it was decided to hold workshops, expert talks to build self-esteem and inner strength. Department of Psychology and Family Counselling Centre were approached as they are experienced in reaching out to troubled lives and lead them on to the right path to overcome the problems and look at life anew. Arrangement of specific and directed programmes for the students to provide for emotional empowerment and knowledge of legal provisions were made.

The Department and the Centre regularly arrange lecture talks on emotional empowerment, enhancing self-esteem, Emotional Intelligence, laws related to women etc. A noteworthy programme organised in December 2018 called 'Khabhi Khushi Khabhi Gham' – a festival of feelings was organized wherein nearly 450 students participated. The students were screened to detect their emotional state and if the counselor found that some support is needed they were supported by professional counselors through group and individual sessions. Parents were also included in the programme and given tips on dealing with emotional upheavals in teenagers.

The college decided to enroll students in a Suicide Prevention Course to make students aware about suicide prevention, myths about suicide, training on intervention, recognizing suicide symptoms, referring to an expert. The workshop was organized in collaboration with *India Suicide Prevention Squad*. 400 students were trained under this course.

### **Evidence of Success**

In the last five years 3596 students have undergone the Self Defense training. On 23rd March 2019, a case of eve teasing took place near the college and the empowered students addressed the issue in a very different way. While students of the college were leaving the college, a boy riding a scooter rode past close to the girls. The bag handle of one girl got entangled in the scooter handle and the girl fell down but instead of apologizing, the boy went ahead dragging the girl too.

Generally, the girls would have kept quiet but these girls ran behind the scooter and confronted the boy who was unapologetic. The boy in extreme rage hit the girls. The students approached the Self Defense training teacher and told her that they want to lodge police complaint. With their parents' consent the teacher accompanied the students to the police station and lodged the complaint. The boy was arrested.

Many people pressurized the students to withdraw the complaint but the students said "*we have learnt this from this college only and now we want that the boy should learn his lesson*". The word went around that the students of M D Shah have filed a police complaint, so till date the eve teasers avoid the area!

### **Problems encountered and Resources required-**

The problems that are encountered generally are-

- Many students do not complete the course
- Many students are weak and so do not continue

The resources required-

- Trainers required to train Self Defense
- Other resources like the availability of college ground

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## **Best practice 2- IMPLEMENTATION OF QUALITY CONCEPTS FROM INDUSTRY**

### ***Objectives of the Practice:***

Learnings from industry, where quality tools have been used since a long time need to be extrapolating to education. Our college attempts to do so by working with experts from industry and learning from them for the following-

1. Establish a standard process of doing things
2. Improve efficiency in work environment
3. Learn method for implementing order in the workplace
4. Improve safety and morale for improvement in work environment
5. Encourage team spirit, cohesive culture among different levels and sections of staff
6. To bring change in the attitude of the staff and continuous improvement

### ***The Context***

The college has taken up many projects by implementation of Quality Circles, 5-S and Kaizan. With the guidance of experts from industry, the members were trained to understand the concepts and put in practice. In the process of implementing the practice of industry learning we were aware that the concepts need not be imported in toto. The management steadfastly supported the endeavor which was very important as the process entailed expenditure. We learnt from experts and strived to make it a part of the organizational culture, understanding that-

- learning includes both continuous improvement of existing approaches and significant changes leading to new goals
- Learning is a regular part of daily work
- It is practiced at personal, departmental and institutional level
- It results in solving problems
- It focuses on building and sharing knowledge
- It improves organizational efficiency and performance

### ***The Practice***

Staff members were not aware of the multifarious use of quality tools and its benefits in education. It was felt essential to dispel the misconceptions regarding application of industry processes in education sector. Training in quality tools, seminars and workshops in college were arranged to address the issue and extended to teachers, non-teaching staff and students. These stakeholders underwent training in Quality Circles, 5S and Kaizen.

- **5-S in Storage Retrieval System-** A select team consisting of 7-8 office staff members worked on the project of Storage Retrieval System using 5S application. Adhering to the steps, the team followed the 5S system of – STRUCTURIZE (SEIRI), SYSTEMATIZE (SEITON), SANITIZE (SEISO), STANDARDIZE (SIEKETSO) and SUSTAIN (SHITSUKE). The team also applied the 5S principles of storage while systematically arranging the documents so that the retrieval time is significantly reduced. This circle was started in 2007 with the non-teaching staff but continues its good work till date. In 2019 the entire college worked for its implementation and so teachers and departments also implemented the system for fast retrieval and systematic storage.
- **Kaizen at Workplace** – Kaizen which means simple, small, incremental changes brought in by the person who does the work goes a long in improving work processes. Continuous improvement in all functions enables the institute to achieve efficiency. The non-teaching team worked towards applying Kaizen techniques in packing and sealing examination papers, maintenance of leave records and building an in-house water harvesting system.
- **Quality Circles-** Quality Circles in cross functional groups of teachers and students or teachers and non-teaching staff have come together to solve problems using and applying quality tools. Since 2007, different Quality Circle teams are formed to scientifically analyse and solve problems in work environment. The areas vary from Housekeeping to Health, Safety, Value Building, and Performance Improvement and so on. Applying Plan-Do-Check-Act (PDCA), NOMINAL Group Techniques (NGT), Ishikawa (Cause and Effect diagram) the team arrive at solutions and redress the grievance at source.

The students, teachers and the non-teaching staff with the support of management have successfully worked in Quality circles and refined many work processes. The projects have been appreciated at National and International forums winning laurels for the college in kind and cash. The teams have won many awards in the competitions organized by National Centre for Quality Management (NCQM).

### ***Evidence of Success***

The application of Quality tools has enabled the institute to improve in the following parameters-

- **Reduction in cycle time-** document of a student who has passed the college even forty years back can be retrieved in less than 10 minutes (5S enabled documentation room). The management has invested lakhs of rupees to install new storage and retrieval system which has resulted a systematic storage of information. Even the departments have implemented the 5-S which has resulted in cleaner campus and systematic filing.
- **Rain water harvesting-** the project undertaken by peons has resulted in solving the water shortage problem
- **Confidence building among the staff-** the projects have helped the non-teaching and students overcoming stage phobia and public speaking, Team work and cooperation, Presentation skills (10 prizes in 12 years at National and International forums)

These results indicate that scientific approach (finding root cause and taking corrective measures) in addressing and solving problems using cross industry learning is possible in educational institute leading to a systematic process in day to day functioning of the college.

### ***Problems Encountered and Resources required***

When a new system is introduced there is bound to be some resistance and while working with human resources some problems are integral. The hurdles faced were-

1. **Lack of knowledge**- Staff members and students were unaware of the Quality tools and its benefits in improving work processes, some felt that Quality Circles are for industries
2. **Resistance to change**-Unwilling to change working style, difficulty in thinking from Self to thinking for the institution
3. **Attitudinal problem**- No time, skepticism that it will never work, extra work
4. **Individual problems**- Sustenance of staff morale while working, time wastage in meetings because unrelated things also get discussed Lack of confidence in making presentation

#### **Resources required-**

- Inviting experts from industry in Quality tools
- Computers
- Space to conduct meetings

File Description	Document
Any additional information	<a href="#">View Document</a>

## **7.3 Institutional Distinctiveness**

### **7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

#### **Response:**

#### **HEALTH ASSURANCE IN STUDENTS & STAFF MEMBERS**

The aim of the institution is to create individuals who can become instrumental in enhancing the quality of society. As stated by *WHO*, Health is "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." The objective of adopting Health assurance is -

- Developing a system and creating awareness for sustained attention towards healthy living
- Screening for health problems among students and staff
- Detection of anaemia among students
- To create awareness about Thalassemia screening and counseling to students and parents of students detected with Thalessemia minor

The constant incidence of students falling ill during college hours and the need to look out for a doctor in emergency compelled the college authorities to analyse the situation and find a solution. Thus the college established a Health Committee 'Aarogyam' in 2006. The committee laid out a plan to –

- Arrange for health camps
- Plan follow-up and intervention strategies for those diagnosed as severely anemic and/or

Thalassemia minor

- Conduct awareness programmes in college

The Health Centre approached Lions Club of Juhu to aid them with a team of doctors who could assist in Thalassaemia detection camp. Lions Club and Think Foundation agreed to sponsor the noble cause of eradicating Thalassaemia. Dr. Ranjan Maniar, eminent gynecologist and member of the management also wholeheartedly agreed to contribute in making the project a success.

Aarogyam Health Committee planned to reach out to the entire student population studying at the First year level of Degree College in Arts and Commerce stream. It was decided by the Health Committee members to undertake Anemia and Thalassaemia testing camp. Since it has become a sustained practice over a period of 19 years, a systematic process as follows has been developed –

- Upon contacting the doctors, a medical team arranges for conducting of the tests.
- Thereafter the reports are collected and bifurcated according to the intensity of the cases.
- Students found with deficiency of iron are given medicines after consulting the doctors.
- Students diagnosed with Anemia are further divided in three categories. Those with severe anemic condition were provided with iron tablets along with supplementary diet & those with moderate level of anemia were given only supplementary diet. Those students in the third category who were on borderline as far as hemoglobin level are concerned are given information about how to increase the level, what they should eat and why it is important to look at it. Health committee looked after the needs of these students for a period of three months & post test showed improvement in hemoglobin level of students. This practice continues every year even if the committee members of health committee change.

“Aarambh” project is an off-shoot of anemia project where during the whole year students are provided with nutritious food free of cost from the donations collected by the teachers. Severely anemic students and those diagnosed as Thalassaemia minor cases are treated with extreme care. The parents of such students are called and a counseling session by professionals is held for such cases. Regular feedback and follow-up is maintained.

The Health Committee has appointed students as Health Representatives in every class to enable easy dissemination of information. These Health representatives are an active part of the awareness programmes organized by the Committee. Several activities like chart making, essay writing and slogan writing competitions are also organised to enhance awareness among students. The students also update a Notice board used to display information about health and healthy living. In addition to this the college also offers courses in Yoga to the students taking admission at first year to help them improve their health and learn the importance of exercises in day to day life.

For staff members a special course in naturopathy was organized. Twenty teachers along with two support staff participated in this course and positive effect on their health is noticed over a period of six months. It helped to change the dietary habits of staff and as a result the menu in the canteen also underwent drastic change. Now fruit juice, fruit plate, food with less oil, black tea, coconut water are the food items added in the menu.

The Health assurance project is seen as a successful venture by the authorities as it not only helped in detecting the problems in the initial stage but also created an opportunity for the facilitators to assist the students towards speedy recovery. It is indeed a reassurance that a compulsory annual programme of



detection and diagnosis (by medical team) has enabled the committee to help several students. The incidents of students falling sick and requiring medical help has reduced in number.

Success story: Thalassemia check-up Camp covered 6654 students from 2008 to 2018.

- The Thalassemia check-up Camp detected 58 Thalassemia Minor students.
- The camp also detected 1474 anemic students.
- The students and parents who were counselled about Thalassemia realized the need to be careful in future.
- Development of linkages with doctors, medical teams, professionals and pathology laboratories
- The process has been streamlined into a systematic unit
- Appointment of Health Representatives in the class led to creating awareness among students

Although the project is a success there were certain hurdles faced by the committee -

- Lack of awareness among students about the seriousness of defects arising due to iron deficiency. Ignorance among students about Thalessemia minor as a hereditary problem
- Fear among students and parents to accept and deal with it
- Financial assistance for arranging of medical team and kits (for various medical ailments such as Calcium deficiency, ENT problems, gynecological, asthma and TB)
- Contact with medical practitioners and specialized assistance
- Fear of injection by students during the regular Blood Check –up.
- Need to deal with time constraints.
- Challenges to counsel students and parents about Thalassemia Minor

File Description	Document
Any additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### The Institution's unique contribution

The one unique contribution of the college is *-to transform lives*. The activities that are planned, the ambience and freedom given to the students, supporting teachers, exposure to various different forums, mentoring, continuous evaluation system, value added courses etc.- all contribute to the total change in individuals. Being in the women's institute the experience of freedom and uninhibited confidence transform the students.

Recognizing "*the importance of not where you reach but from where you started*", the management, since 2015 has been giving scholarship to a student who has maximum percentage difference i.e. – the difference at entry and exit level marks. There are many cases where at the entry level the student was academically weak, repeater or had failed earlier and after being in the college there was immense change in her academic performance and personality. Some cases

1. Hina Sharma, **marks at entry level (XII) 52% - Course and year of passing BCA, 2016 - The Change - 81% University Gold Medalist**
2. Poonam Vishwakarma, **marks at entry level (XII) Repeater student with 3 marksheets - Course and year of passing BA Hindi Change - 45%**
3. Khan Umehani Shahid Farzana, **marks at entry level (XII) 57%- Course and year of passing BMS 2019 Change - 67.2%**

In sports too students have excelled not only due to the facilities and training provided but due to the other issues taken care off- Ms. Bhagyashree Purohit, BCom student was excellent in Boxing but due to financial difficulties could not afford the protein supplements etc required. The management took care of that. Just to be able to continue the sport she took admission in MCom and her fees was waived off. Due to her performance in Boxing, she got selected in Central Industrial Security Force (Home Ministry) against Sports' quota.

There are 17 special students studying in various courses and due to the supportive environment have made significant improvement. Our BAI student Ms. Athira Menon who is diagnosed with ADHD likes to come to college so much that her mother threatens her of NOT sending to college when she does not listen to her!!

### Concluding Remarks :

The post accreditation period has witnessed the College adopting various measures to fulfill the recommendations of the Peer Team in the Third cycle of Accreditation. Outcome Based Education has helped in enhancing quality in teaching and learning environment. Consistent efforts have been taken to enhance ICT enabled teaching and learning. Computer laboratories, Chroma room, Language Lab, Multimedia Animation lab has increased the potential of ICT enabled Teaching and Learning. The IQAC has helped in attaining the goals for student development with more clarity.

Equal Opportunity Centre, SC/ ST Cell, support to students who are differently abled ensure equity. The Incubation and Entrepreneurship Centre is helping students to promote entrepreneurship among girls. Such experiences have imparted confidence among students and as hands on learning they provide catering services

during college festivals, have stalls, bake and market bakery products, stitch cloth bags etc.

The students are provided with environment for holistic development. The Sports department, NCC, Students' Council, NSS, Skill Academy, Health Centre through coordination with IQAC help the students to find their own potential.

The College consistently is recognized for its ranking in University and for empowering generations of young women, thereby manifesting the zeal of the management who believes that service to women's education is the greatest service to society. The college staff who are devoted and enthusiastic take on any additional responsibility for the sake of the students and the institution. They share the same committed zeal, same vision of the management- to help the students to find their niche in life.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>27</td> <td>27</td> <td>35</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>04</td> <td>03</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per provided documents as membership on BoS, Faculty and Academic Council / PG Council considered</p>	2018-19	2017-18	2016-17	2015-16	2014-15	35	27	27	35	37	2018-19	2017-18	2016-17	2015-16	2014-15	9	04	03	03	03
2018-19	2017-18	2016-17	2015-16	2014-15																	
35	27	27	35	37																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	04	03	03	03																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 369</p> <p>Answer after DVV Verification: 378</p> <p>Remark : HEI input edited as per provided HEI documents.</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 21</p> <p>Answer after DVV Verification: 5</p> <p>Remark : HEI input edited as per provided HEI documents</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15															
2018-19	2017-18	2016-17	2015-16	2014-15																	

2865	2131	1114	1090	1050
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1213	603	0	0	0

Remark : HEI input edited as per provided HEI documents.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 42

Answer after DVV Verification: 00

Remark : HEI input edited as per provided HEI documents as HEI did not provide brochure and course content of valu added course.

2.1.1 Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	34	30	36	28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
55	47	33	39	40

Remark : HEI input edited as. per provided HEI documents

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 13

Answer after DVV Verification: 0

Remark : HEI input edited as per provided HEI document

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 102

Answer after DVV Verification: 31

Remark : HEI input edited as per provided HEI documents

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 749 years

Answer after DVV Verification: 737 years

Remark : HEI input edited as per provided HEI documents

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	9	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	1	1

Remark : HEI input edited as per provided HEI documents as only awards, recognition, fellowships at State, National, International level from Government, recognised bodies are considered

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 8

Answer after DVV Verification: 0

3.3.3.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 6

Answer after DVV Verification: 6

Remark : HEI input edited as per provided HEI documents

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37	20	10	15	04

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
35	15	7	3	3

Remark : HEI input edited as per HEI provided data

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	2	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : HEI input edited as per provided HEI documents

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37	29	27	8	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	9	13	1	3

Remark : HEI input edited as per provided HEI documents since proper document with signature of both parties are considered

3.5.2	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 472 1046 607"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>5</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 685 1046 819"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI input edited as provided documents by HEI since documents with proper signature of both parties on MOU and date are cosidered</p>	2018-19	2017-18	2016-17	2015-16	2014-15	12	12	5	3	2	2018-19	2017-18	2016-17	2015-16	2014-15	10	1	1	1	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
12	12	5	3	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
10	1	1	1	0																	
4.2.5	<p>Availability of remote access to e-resources of the library</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : HEI input edited as per provided HEI documents</p>																				
4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 136 Answer after DVV Verification: 0</p> <p>Remark : HEI input edited as per provided HEI documents</p>																				
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : HEI input edited as per provided HEI documents</p>																				
5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. <b>Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State</b></p>																				



**government examinations) year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	14	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

**5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	14	1	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	14	1	0

Remark : HEI input edited as per provided HEI documents .

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	22	8	13	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	3

Remark : HEI input edited according to provided documents. DVV consider only awards/medals for outstanding performance in sports/cultural activities at national/international level

**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and

towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	9	4	12	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	9	4	12	15

Remark : HEI input edited as per provided HEI documents

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	11	8	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	7	9	1

Remark : HEI input edited as per provided HEI documents

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	34	11	2	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	18	13	03	11

Remark : HEI input edited as per provided HEI documents .

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12.511	16.652	8.017	7.505	6.971

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
24.46	29.69	11.50	20.90	6.971

Remark : HEI input edited as per provided HEI documents

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
26	17	13	14	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	18	15	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

13	9	12	11	22
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Remark : HEI input edited as per provided HEI documents

7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>31.03</td> <td>3.83</td> <td>0.82</td> <td>0.00</td> <td>0.35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>31.03</td> <td>3.84</td> <td>00</td> <td>0.00</td> <td>0.35</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per provided HEI documents</p>	2018-19	2017-18	2016-17	2015-16	2014-15	31.03	3.83	0.82	0.00	0.35	2018-19	2017-18	2016-17	2015-16	2014-15	31.03	3.84	00	0.00	0.35
2018-19	2017-18	2016-17	2015-16	2014-15																	
31.03	3.83	0.82	0.00	0.35																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
31.03	3.84	00	0.00	0.35																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>15</td> <td>22</td> <td>14</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>14</td> <td>21</td> <td>14</td> <td>6</td> </tr> </tbody> </table> <p>Remark : HEI input edited as per provided HEI documents</p>	2018-19	2017-18	2016-17	2015-16	2014-15	14	15	22	14	6	2018-19	2017-18	2016-17	2015-16	2014-15	13	14	21	14	6
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	15	22	14	6																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	14	21	14	6																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>18</td> <td>17</td> <td>16</td> <td>17</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	25	18	17	16	17										
2018-19	2017-18	2016-17	2015-16	2014-15																	
25	18	17	16	17																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	10	8	4

Remark : HEI input edited as per provided HEI documents

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations