CRITERION II: TEACHING – LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

The college ensures publicity in the admission process through the following:

- Prospectus
- Student Diary
- College Website: mnwc-sndt.org
- Orientation talks to Junior College students at the time of declaration of results and distribution of Leaving Certificates.
- Orientation Lectures for Std. XIIth students of Junior College by Degree College Faculty, during the academic year, to create awareness about subjects taught at the U.G. Level.
- Organizing combined events of Junior and Degree College students so that the former are aware of the activities of the Degree College. viz. Independence Day, NSS camp, Annual Day.
- Visits to schools in the catchment area Santacruz to Dahisar. Information is given about Junior and Degree College courses. The college organizes a talk on 'Career Guidance' for the school students by an eminent career counselor.
- Distribution of leaflets and pamphlets
- Display of Banners
- Advertisements in Newspapers (PG, B.M.S., P.G.D. E.C.E.)
- Hoardings outside Borivali, Andheri and Vile Parle railway stations (UG and Dr.BNCDC)
- Shiksha.com (Dr.BNCDC)

The college ensures transparency in the admission process through the following:

- Involvement of almost all stakeholders during the admission process. This includes Principal, Supervisor, HODs, Administrative Staff, Parents and Students.
- Adhering to Rules and Regulations formulated by the U.G.C. and the University.
- Online admission process (w.e.f. 2013) initiated by the University.
- The detailed procedure of admission and list of documents required is communicated to the students and parents at the time of admission.

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

- The guidelines prescribed by the University are followed and admission is given on first-come-first-served basis till the quota of 120 seats per class is completed or (w.e.f 2013) the online admission process is declared closed by the University.
- The college has an admission committee comprising of Principal, Supervisor, HODs and Office Representatives.
- The college caters to the needs of students from socially and economically disadvantaged groups many of whom are first generation learners. Any woman student who has passed her HSC exam (minimum 35%) is eligible for the BA and B.Com. program.
- The college follows the following process of admission. This process has evolved over the years in order to meet the unique needs of the students who apply to the college and to ensure access and equity. Forms, duly filled, are collected by the HODs and designated teachers. Students indicate the subjects of their choice. Students and parents are given guidance regarding the nature and scope of the subjects.
- The forms are reviewed by the HOD keeping the following criterion in mind.
    - Priority is given to the in-house Junior College students.
    - Marks in the particular subjects selected
    - Students preference and future plan
    - Assessment made by the teachers of the students during the discussion about the subjects selected by them.
    - No. of students to be admitted for each subject.
    - Verification of documents and other requirements e.g. eligibility certificate, migration certificate etc.
    - Siblings and extended family of alumni given preference
    - The National Institute of Open Schooling students are admitted
    - Adult learners are also given admission
    - Candidates from other states and countries are also eligible for admission.
- Students are informed about the subjects allotted to them. There is counseling of parents and students even at this stage if needed.
- Students are then helped with the online admission process. The college office staff and teachers work together to ensure that the students are given all the support to complete the process successfully.

U.G. (Self-Financed – BMS and B.Com (AFI))
- The guidelines prescribed by the University are followed and admission is given on first-come-first-served basis till the quota of seats per class is completed or (w.e.f 2013) the online admission process is declared closed by the University.
- **BMS:** The students, after completion of HSC can join the course of BMS. Eligibility is open for all Arts, Commerce and Science students. The admissions of students are online based on applications received. The intake capacity granted is 60 students.
- **B.Com (AFI):** The students after completion of HSC irrespective of any stream can join B.Com (AFI) course. This rule is subject to revision in the coming year as it is proposed to admit only students completing HSC under 'Commerce' stream. The intake capacity sanctioned for the course is 120 students. Admissions are given online based on applications received.

P.G.(M.A. andM.Com.)
- **M.A. (Up to 2012):** Admission was open to students from different streams in graduation. Selection was on the basis of merit and personal interviews. Preference was for students with B.A. in Psychology.**2012 onwards:** University prescribed norms for admission. It is now open purely for graduates in Psychology with 32 credits and a practical paper. Selection continues to be merit based for the short listing process followed by interviews for the final list. From **2014**-**2015** onwards the online centralised admissions process is followed. The intake capacity granted is 30 students per stream.
- **M.Com.:** Admissions are open to students with B.Com., B.M.S. and B.Com.(AFI) degree. Admission is given to students with minimum 50% Marks at Graduation. The college gives preference to In-house students. From **2014** onwards the online centralised admissions process is followed. The intake capacity granted is 30 students.
- **P.G.D.E.C.E:** Admissions are open to students with Degree (B.A., B.Com or B.Sc.Human Development, B.Sc. Early Childhood Education, B.Sc. Developmental Counseling) Admission is given to all students who apply for the course. From the year 2013-14 admissions are online based. The intake capacity granted is 30 students.

UGC Course (Journalism and Mass Media communication)
- The college admits all students who apply for the course. Minimum qualification is HSC and admission is open to student of all streams.

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

Table 2.1: Comparison Minimum and Maximum Percentage of Marks (2013-14)

Program	Class	MNWC		College A	
		Minimum	Maximum	Minimum	Maximum
B.A.	B.A. I G	35.0	63.3	–	–
	B.A. I E	35.0	77.5	35	68.0
B.Com.	B.Com. I	35.0	73.3	35	76.0
BMS	FYBMS	43.0	78.6	49	80.0
B.Com (AFI)	FYB.Com (AFI)	48.0	73.0	–	–
M.A.	M.A. I	45.0	86.0	46.8	77.8
M.Com.	M.Com	-	-	42.5	86.0
P.G.D. E.C.E	P.G.D E.C.E	38.9	69.3		

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

The college believes in and practices inclusion. Admission is given to all female students irrespective of caste, creed and age.

- The admission process is reviewed every year and has gradually evolved so that any lacunae in the process are removed. The college takes special note of the number of students admitted in each subject especially the B.A. programs. e.g. There was imbalance in the number of students admitted in each subject especially the B.A. program and this problem has now been addressed through the process of review and counseling by all concerned HODs. The initiative taken to visit all the schools in the catchment area Santacruz to Dahisar was a direct outcome of the review.

- Yes, the college has prepared and analyzed student profiles from 2010 onwards. The socio-economic profile shows that the majorities of the students come from vernacular medium, economically disadvantaged families and are first generation learners.

- The outcomes of the analysis have helped the college to identify and understand the kind of students it caters to. It has also helped the college to respond to the need for providing financial assistance to students by generating funds.

- The college has a database of information about each student. Computerization of the process has served to give quick access to information like GR No., Fees, Examination seat numbers, Results etc.
- A major improvement is in the area of giving students subjects of their choice and, simultaneously ensuring even distribution of students across various subjects. The Principal, Supervisor and HODs review the process and efforts are made to make the process efficient and effective and more transparent.

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

- The college provides education to any woman who has passed her HSC with minimum35% and meets other eligibility requirements. The process of publicity (refer to 2.1) ensures that SC/ ST, OBC, differently-abled, economically weaker sections, minority community and others are aware that the college provides need cum merit, scholarships, provision to give fees in installment basis and other facilities.
- Besides financial assistance through Government scholarships to **SC/ST and OBC students**, the college is able to network with private donors and organizations e.g. Rotary Public Charitable Trust of Bombay Airport, Inner Wheel Club of Bombay Airport and Bombay Seacoast, Haren and Pushpa Sheth Charitable Trust, Shri Hansraj Pragji Trust, One India One People Foundation, Purnima Sheth and Dr. Devangi Vakharia to provide support to economically disadvantaged students.
- Financial Assistance is provided by staff members and other donors.
- Continuous announcements are made to encourage SC/ST and OBC students to come forward and avail of scholarships.

Table 2.2: Outcomes that reflect commitment to diversity and inclusion (Aided)

Academic Year	No of students	SC	ST	OBC	SBC	EBC	Handicap students	Minority Students	Any other	Total Students
2010-2011	720	18	1	38	4	0	0	288	371	720
2011-2012	696	23	0	27	5	0	0	264	377	696
2012-2013	656	11	1	4	1	0	0	221	418	656
2013-2014	692	10	2	11	2	2	0	283	382	692
2014-2015	715	08	1	08	1	1	0	328	382	715

- Scholarship: Approximately Rs.1,50,000/- is generated and spent every year for economically disadvantaged students.
- Book Bank facility is given to economically disadvantaged students. All the UG and PG students can avail this service. Results of the students are also taken to account. Students have to submit all the relevant documents which are screened. Economically backward students are given preference. The facility includes provision of textbooks for the entire year against the deposit of a nominal amount. The number of users has increased from 36 to 195 till date. The library has generated sponsorships for the book bank facilities through Haren and Pushpa Trust and Rotary Club of Bombay Airport.

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

Table 2.3 Applications Received and Students admitted

(2010-11 to 2014-15)

Programmes	Number of Applications					Number of Students Admitted					Demand Ratio				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
UNDERGRADUATE (AIDED)															
B.COM.	389	392	382	396	372	389	392	382	396	372	1:1	1:1	1:1	1:1	1:1
B.A. English	213	212	201	221	269	213	212	201	221	269	1:1	1:1	1:1	1:1	1:1
B.A. Gujarati	118	92	73	75	74	118	92	73	75	74	1:1	1:1	1:1	1:1	1:1
UNDERGRADUATE (SELF FINANCED)															
B.M.S	118	138	136	122	130	118	138	132	120	130	1:1	1:1	1:1.03	1:1.01	1:1

	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
B.Com (AFI)	-	-	-	29	70	-	-	-	29	65	-	-	-	1	1: 1.07
POSTGRADUATE (SELF FINANCED)															
M.COM.	25	20	31	36	37	25	20	31	36	37	1:1	1:1	1:1	1:1	1:1
M.A.	121	98	89	150	170	72	64	68	64	83	1: 1.68	1: 1.53	1: 1.30	1: 2.34	1: 2.04
P.G.ECE.	-	4	18	9	14	-	4	18	9	14	-	1:1	1:1	1:1	1:1

In the above table, A-2010-11, B-2011-12, C-2012-13, D-2013-14, E-2014-15

- The upswing has been seen in the academic year, 2014-15 compared to earlier academic year ●The intervention plan of the college for increasing student enrollment (w.e.f. 2009) ●The school initiative has helped to maintain and increase students strength●Another reason is probably due to the high marks scored in the Higher Secondary Examination (std.XII) which has raised the cut off percentage in marks of more elite colleges. The college has attracted students with higher percentage.
- Stagnation in B.A programme has been in the year 2010-11 to 2013-14. The reasons are: ●Bias for English Medium education●Preference for professional courses●Attraction of co-educational colleges
- The B.Com. program attracts students and the range of marks is within 35 to 76.
- To provide for the needs of global market, the institution has started many professional courses self-finance courses like BMS, B.Com (AFI).

2.2 Catering to Student Diversity
2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?
The institution caters to the needs of differently-abled students in the following ways:-
- Admission given to students with learning disabilities, physical challenges and slow learners.
- Special attention by subject teachers

- Remedial and extra coaching (additional test/ assignment) are provided to students who are differently-abled. Extra time is given to slow learners or those with any learning disability during time of examinations. The help of a writer is also provided as per examination rules.
- Counseling and mentoring
- Bridge Course to help reduce the knowledge gap
- Reference to in-house Doctor and Counselor for diet and health counseling
- Flexibility in teaching and testing methods for those with hearing impairment or speech defects.
- Encouragement to participate in co-curricular and extra-curricular activities.
- Counseling of parents and guardians
- Computer Literacy through on-line course
- Spoken English classes for the regional language medium students.
- Ramp and lift facility as per requirement and on submission of a medical certificate.
- Facilities given to slow learners and other LD students are based on Govt. certification and authorized center. Assistance is also provided to students with physical disabilities.
- The college has started the following courses:
  - A certificate Course on Multiple Disability in collaboration with URJA Counseling and Remediation Centre. The course equips participants with children having special need.
  - Certificate and Advanced Course in Learning Disability and Remediation in collaboration with Mehak – The Fragrance of Life Testing and Counseling Centre. The course equips participants in dealing with and guiding LD students. It helps to spread knowledge and awareness about Remediation Methods.

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

- The college does not have any formal method of testing knowledge and skills of students before the commencement of the program. The college believes in giving education to all students who are eligible as per University norms. However, at the time of admissions teachers spend a considerable time with each student to gauge suitability for the subject of their choice.
- Marks obtained in the subject is an important criterion but the informal interviews and counseling help to identify proficiency in language, interest in the subjects and future plans. The students are continually monitored and assessed during a program.

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

- Bridge Course: The department of English offers a bridge course for students who opt for specialization in English Literature. To upgrade their knowledge in basic concepts of literature over and above the syllabus.
  - Prior to 2012 the Psychology department offered Bridge Course to M.A. students who did not study 6 papers of psychology in their graduation courses.
  - In the Arts faculty the Departments of Sociology and Food and Nutrition conduct a bridge course for those students who come from disciplines other than Sociology and Food and Nutrition.
- Remedial Teaching: Identification of academically weak students at the time of commencement of the program as well as during the program after internal Tests. Regional language medium students who have opted for English Medium are given Remedial Teaching
- Add on / Enrichment Courses are made available to the students by the Dr. BNCDC. Some of the courses in which UG students enroll are:

- Diploma/Advanced Diploma in ECCE	- Diploma /Advanced Diploma in Interior Designing and Decoration
- Diploma/Advanced Diploma in Banking	- Certificate course in Basics of Diet Therapy
- Diploma/Advanced Diploma in Travel and Tourism	- Certificate course in Journalism and Mass Media Communication
- Diploma/Advanced Diploma in Counseling	- Certificate course in Gujarati Journalism
- Diploma in Office Management and Secretarial Practice	
- Diploma/Advanced Diploma in Fashion Designing	

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

STUDENTS

Gender

- The Women's Development Cell, NSS Unit and the Rotaract Club have organized the following activities: World Population Day, Independence Day Celebration, Sadbhavna Divas, Breast Feeding Awareness Campaign, Visit to Welfare organization, Stress Management Lecture, International Literacy Day, Aids Awareness Week, Self Defense Training Programme and Environment Awareness Campaign.

- The college participated in the 'Janiv Jagrancha' a Gender awareness initiative, conducted by the Govt. of Maharashtra from 2012 onwards.
    - In 2012-13 the college prepared a report on the 5 point program for gender equality conceived by the students. The acronym RAISE, suggestive of the need to raise the status of women and bring them at par with males, was used to cover the following areas: R –Robustness, A –Awareness, I – Insight, S -Self Esteem , E –Entrepreneurship
    - In 2013-14 the college sent a report of its activities in both English and Marathi to reach a wider audience.
- The college initiated the 'Adhaar' a time bound project for serving nutritious breakfast to students from economically challenged families
- Students of B.A. study a paper titled 'Women in Changing India' as part of their Foundation Course Paper, Syllabi of English and Sociology also emphasize women empowerment and most of the subjects taught have components aimed at creating awareness and imparting knowledge about gender related issues.
- Literary, Theatre and Fine Art activities focus on topics that create awareness about issues related to gender.
- The theme for the college magazine "*Srishti*" for the year 2014-2015 is related to women's empowerment.
- The college has organized workshops on the following topics: Legal Literacy, Anti Sexual Harassment, Gender Sensitization, Dance Therapy for Personal Growth, Personality Development, Youth Empowerment Skills, Life Skills, Career Growth Programs

Inclusion:

The college is a women's college, dedicated to the cause of women's empowerment. The college believes in social and economic inclusion which is clearly reflected in its admission policy and the variety of ways in which it helps students. The college offers financial assistance through government scholarships and college freeships. The differently abled students are given support. The college has sensitized students about inclusion through the following:

- The college has collaborated with a NGO Trust for Human Resources Enrichment and Development to initiate 'Promoting Harmony through Inter Generation Interaction (IGI) project w.e.f. 2013-2014. The aim of the project is to bridge the gap between generations.
- Annual Day Function and Independence Day Celebrations make students aware of the variety of cultures, languages and religions in the country.
- Students of B.Com. III teach Math and English (twice a week) to Class III (Gujarati medium) students of M.M. Pupils High School conducted by Khar Education Society, Khar.

- Students visited Vardha, Sewagram Ashram, Sabarmati Ashram Ahmedabad, and Gujarat Vidhyapeeth to be aware of the values expounded by eminent social thinkers.
- Gandhian Thoughts and Philosophy are promoted through the Gandhian Studies Centre
- Students participate in competitions and programs organized by the Gandhian Studies Centre
- The NSS conducts an exam on Gandhian thoughts and its relevance in contemporary life.

Environment:
- Environmental Studies is a compulsory paper at B.A.I and B.Com. I, some of the subjects focus on Environment Studies.
- NSS organizes activities to create awareness about environment e.g. Tree Plantation, Operation Sparkle – A Cleanliness Awareness Drive etc.

Eco Friendly Projects:
- Making of Paper bags (N.S.S and Foundation Course): it is an ongoing project in which students make bags from old newspapers and magazines and distribute them to the college canteen and local vegetable vendors.
- Making of Eco Friendly Book Marks and Eco Friendly Bags. 521 cloth bags were made by B.Com. and Economics (Gujarati medium) students.
- Old clothes were used to make quilts and were distributed to the students of Rotary Anudanit Ashram Shala, Palghar. This encourages recycling of old clothes.

STAFF
Gender and Inclusion
- The IQAC conducted a workshop on 'Gender Sensitization' for the administrative staff, 21st July 2013
- Staff participated in a seminar organized by the Centre of Inclusive Growth in Commerce, SNDTWU,26th November 2013
- The college organized workshops and seminars on themes related to Gender and Inclusion such as:
    o National Seminar on 'Women Empowerment Through Micro Finance' 25th and 26th March 2010
    o National Seminar on 'Relevance of Gandhian Values on Management' 14th September 2011
    o International Conference on 'Inclusive Growth', 9th August 2014

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

- The advanced learners are identified on the basis of their marks at entry level, class performance through continuous internal assessment tests and academic performance.
- The college responds to the special educational/ learning needs of advanced learners through the following methods:-

o Encouraging them to be peer tutors	o Awarding prizes for excellence in academics
o Giving them more challenging assignments	o Certificates for attendance
o Selecting them for leadership positions	o Opportunities to participate in Research Paper / PPT presentations in and outside college.
o Including students in the Editorial Board of the college magazine *'Srishti'*	o Participating in 'Tejaswini Contest' which is the contest for the overall Best Student of the University
o Facilitating the publication of a Newsletter *'Campus Express'* which was conceived by the students and handled independently by them	o Coaching for competitive exams (P.G.)
o Collaboration with Marico Industries for the publication of *"Health Mantras"*.	o Suggestions for extra reading to upgrade knowledge and skills.
	o Involving students in various college activities.

2.2.6 **How does the institute collect, analyze, and use the data and information on the academic performance (through the program duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?**

- The college caters to students, the majority of whom are from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections.
- The result analysis done at the end of each year / semester is indicative of the academic performance. The Internal Assessment Tests also provide continuous feedback.
- Academic performance is often linked to economic and family pressures. Teachers, therefore, provide intensive counseling to students and their parents to underscore the importance of education.
- The college provides support through Remedial Teaching, extra coaching, assignments to possible dropouts. Measures adopted by the college to help slow learners etc. are mentioned in 2.2.1.

- Book Bank facilities and Scholarships also help to minimize the number of drop outs.
- Facility to pay fees in installments for deserving students

2.3 Teaching-Learning Process

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

The college plans and organizes teaching learning and evaluation schedules in April of the previous academic year. The departments and committees submit their plans to the Supervisor. The plans give details of co-curricular and extra-curricular activities like visits, guest lectures etc.

- The academic calendar is communicated through Student Diary, Teachers Productivity Log and Notice Board.
- The Academic Calendar indicates the following:
  - Dates of 90 teaching days per semester
  - Date of commencement and last working day of terms and vacation dates
  - Examination Schedule
  - Schedule of major events
  - A month wise detailed program of activities.
  - List of public holidays.
- Teaching Plans:
  - At the beginning of the academic year, the teaching plans are prepared by each faculty member taking into consideration the number of working days, holidays and vacations. Internal Assessment dates are also planned in advance.
  - The teaching plans are prepared semester wise. The teaching plans are reviewed by the Principal.
- Evaluation Blueprint:
  - The University communicates the dates of examinations for Second and Third Year, dates of centralized assessment programme, dates of moderation by external examiners, dates of announcement of results, admission dates for new academic year, dates of revaluation of papers, which are communicated to the students. The Examination Committee of the college announces the dates for the first year examination which is a college examination. The first year exam is conducted simultaneously with the university.

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

The IQAC has contributed to improve the teaching learning in the following ways:

- Collaborated with Department of Educational Technology, SNDTWU to organize a six day workshop on 'Integrating ICT in Higher Education' from 22nd to 26th April, 2013. The aim was to encourage ICT integration in the Teaching Learning Process.
- Helped in the preparation of the Academic Calendar which facilitates the teaching-learning process by providing details of examination schedules and activities, teaching days, vacations etc. (w.e.f. 2009)
- Designed the Teaching Effectiveness scale (w.e.f. 2003) and has been continuously making improvements to increase its effectiveness.
- Prepared Students' Diary (w.e.f. 2013-14) that provides important information regarding rules and regulations related to attendance, examinations, annual calendar and teaching days.
- Conducted an online computer course in collaboration with MOOC Academy to facilitate computer literacy and usage (w.e.f. 2013-14).
- The IQAC coordinated with MMP Pupil's High School, Khar, to initiate 'Edutopia' – A student outreach programme, to give an opportunity to the B.Com students, to teach the students of class III and IV Math and English. This led to greater awareness and experience of the teaching, learning process amongst students (w.e.f. 2013-14)

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

- The college makes the learning more student centric by using participative learning methodologies like interactive and collaborative learning.
- Lecture method of teaching is supplemented by use of audio visual, group discussions, presentations, case studies, industrial visits, project work, field surveys, visits to exhibitions etc.
- Extra-curricular and co-curricular activities organized by departments, Students Council, NSS, Gandhian Studies Centre etc. help to provide opportunities to learn team work and develop other soft skills.
- The following strategies are used:-
  - Interactive Learning through Online computer course, Online tests, Power Point Presentations, Disseminating of information relevant to academics, Movie and documentary screening
  - Collaborative Learning through Seminars, workshops and conferences, Group Projects, Research Competitions
  - Independent Learning through Debates, essay writing and elocution competitions, Practical, Field Work, Add on / enrichment courses help to provide additional learning opportunities at concessional fees.

o The teachers are able to develop the skills among students because of the following support structures and systems viz Well equipped library, Computer labs, Audio Visual Aids/ Equipment viz. LCD Projectors, OHPS, DVD Players, Access to Internet, Classrooms equipped with LCD facility and microphone system, Seminar room, Backyard with Amphitheatre, Wi-Fi facility.

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

The institution nurtures critical thinking, creativity and scientific temper among the students in the following ways:-

- **Critical Thinking:**
  o Participation in Debates and Elocutions, Writing of Book Reviews and Film Reviews, Essay Writing.
  o Components in most of the subjects help to build analytical thinking.

- **Creativity:**
  o Students contribute their articles, poems and paintings to the college magazine '*Srishti*', *Srishti Wall Magazine* and *Srishti Wall Newsline*
  o Students have initiated their own Newsletter *'Campus Express'*
  o Students participate in the college 'Youth Week' and 'Maitreyi' inter collegiate youth festival and competitions like SNDT Yuva Mahotsav and other intercollegiate competition in neighboring colleges and Dept. Activities.
  o Students prepare charts, flash cards, posters with slogans and other visual material for the exhibitions.
  o Students prepare and present puppet shows based on themes related to their syllabus. Workshops are conducted for training students in the art of puppet making and performance.
  o Students enroll for courses conducted by Dr. BNCDC like Fashion Designing, Interior Designing and Decoration , Early Childhood Care and Education,
  o Students participate in the Mental Health Week. It helps to create awareness about well-being through creative activities like psychology games.
  o Students prepare skits and perform street plays on issues of current interest
  o College provides training by professionals.
  o Celebrations of English Day, Gujarati Divas and Hindi Divas encourage creativity. Activities include: Skits, Role Play, Drama, Debates, Elocution, Mad Ads, Songs, Poetry Recitation, Essay Writing, Slogan Writing, Poster Painting, Story Writing, Self Composed Poetry Writing, Cross Words etc.

- o Student council activities fine arts, Collage, Rangoli, Clay modeling etc.
- o Poetry Appreciation Workshops encourage budding talent
- o Foundation Course and Sociology papers facilitate making of Pot Painting, Paper Bags, Gift Articles, Book Marks, Card Making and Rakhi Making and presentation of skits and role plays.
- o Commerce department promotes creativity through Creative Ad Competition, making of Book Marks and Workshop for students with one component on thinking creatively.
- o Training provided for preparing greeting cards.
- o Training provided in spoken English through Lotus software (Language Lab)
- o 'Nutrition Week' incorporates activities that focus on creativity.

- **Scientific Temper**
  - o Research Methodology is a compulsory paper in Economics, Psychology and Sociology.
  - o Subjects like Psychology conduct experiments to test hypothesis and analyze data.
  - o Psychology department has Aptitude Testing, Analytical Research Project and Virtual Lab w.e.f. 2014.
  - o Encourage students to participate in college and inter college research competitions to encourage objective data collection and quantitative analysis (w.e.f 2010-11)
  - o Surveys and paper presentations help to nurture skills like data collection, analysis and presentation of findings.
  - o NSS organizes talks on 'Anti Superstition' to encourage rational thinking.
  - o The college collaborated with The Indian Planetary Society and Balwantbhai Parekh Centre for general semantic and other Humanities science, Mumbai Kendra to popularize science and research among the youth.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g. Virtual Laboratories, e-learning-resources from National Program on Technology Enhanced Learning (NPTEL) and National mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Facilities in College	Usage of Facilities
• Four well equipped Computer Laboratories with internet connections, Laser Printer, Dot Matrix Printer and Scanner • One Psychology Laboratory	• Reference work and updating Knowledge • Prepare study material • Screen Films

• Two Food Laboratories • One Language Laboratory • Cyber Space-Internet Corner in the Library • Well-equipped library • Well-Equipped Seminar Room • Laptops, 14 LCD Projectors, OHP,DVD player, Collection of CD's, Video Recorder • Wi-fi for teachers in Staffroom • ICT training for staff • Workshop on use of Statistical Software packages	• PPT presentations • Google drive • Social networking media Facebook, WhatsApp, etc. to communicate and express ideas. • Computer Aided Learning Solutions • 100 hours of computer training per student • Enable teachers to provide more multi-media based teaching • Allows teachers to train students in the use of statistical software in research

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

- **Students are exposed to advanced levels of knowledge and skills by:**
  - Attending and participating in seminars, workshops, conferences and talks by experts
  - Participating in Research Competitions and making paper presentations
  - Attending literary festivals, cultural festivals in educational institutes, and other events in city.
  - Participating in competitions especially Essay Writing, Debate, Elocution
  - Free and easily accessible web resources
  - Well-equipped library.
  - Industrial Visits and Study Tours.
  - Compulsory 100 hours computer training.
  - Access to publications like *Research Horizons*, Seminar proceedings etc.
  - Training students for research, survey, data-entry and analysis.
  - P.G. students take up internship with reputed organizations
- **Faculty is exposed to advanced levels of knowledge and skills through opportunities to learn and do Research and knowledge up gradation by**
  - Attending International, National and State Level Conferences, Seminars, Workshops, talks

- o Presenting papers at International, National and State Level Conferences and Seminars.
- o Participating in Orientation and Refresher Course
- o Publishing papers, editing books, translating and authoring books.
- o Registering for PhD doctoral degree
- o Undertaking Major and Minor Research Projects
- o Recognized Guides for PhD students.
- o Experts for viva-voce and evaluation of Ph.D. thesis
- o Members of Association

- **Post Graduate Teaching and Consultancy**
  - o Teaching P.G. Classes both within and outside the college.
  - o Teachers are involved in preparing course material and translation work for Distance learning courses
  - o Teachers also participated in online teaching for post graduate students.
  - o Honorary consultancy to NGOs and other organizations
  - o Teachers are involved in the preparation of Syllabus at both UG and PG level.

- **Faculty Development Programs like:**
  - o The IQAC organized a talk on 'Career Advancement Schemes' on 22nd August, 2011. Dr. Snehal Dhonde, Principal of Night College, made a presentation on Career Advancement Scheme and Academic Performance Indicator.
  - o IQAC and Department of Commerce organized a one day seminar on 'Applying, Corporate Knowledge Management Practices in Higher Education, 6th October, 2012.
  - o The IQAC organized a 10 hour Training Program on 'How to Use SPSS' from 9th to 19th October, 2012. The module covered Univariate Analysis
  - o The IQAC together with Dept. of Education Technology, SNDTWU organized a six day workshop on 'Integrating ICT in Higher Education', 22nd to 26th April, 2013
  - o IQAC and Department of Psychology organized a7-day Faculty Development Program sponsored by ICSSR titled "Statistics for Social Science Researchers",19th to 26th July, 2014
  - o Participating in the Best Education Quality Enhancement Team Competition (BEQET) organized by National Centre of Quality Management (NCQM).In 2012, the IQAC presented its project 'Systematic use of Space and Resources – Staff Room and Lockers'. The college won the Consolation Prize. In 2013 the IQAC presented the project RAISE a Gender Equality and Sensitization initiative.

- **Exposure to variety of knowledge resources**
  - o Talks organized by the staff academy.

o Making of Documentary and undertaking other projects under the aegis of the Gandhian Studies Centre.
o Enrolling as members of various Professional Bodies
o Involvement in Board of Studies, Faculty, Academic Council and Senate Meetings 32 (5) committee.
o Teachers were exposed to Blended Learning through 'Street net Online Course on Sexual Harassment'.

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

- **Professional Counseling**
  o 2010-11:Dr. Devangi Vakharia was appointed as counselor to address the emotional needs of the students. She visited the centre for four hours every week. The following issues were dealt with for 175 students: Vocational (b) Suicidal (c) emotional problems (d) Drop outs and Broken homes (f) Relationship (g) Social approval
  o 2011-12: Besides the cases followed up from the previous years, 50 new students approached the counselor.
  o 2012-13: 80 students were counseled. Dr. Devangi was unable to give more time, the Dept. of Psychology attempted to lend a helping hand. M.A. second year students offered counseling mentorship services under the supervision of their faculty and total of 16 students benefited through this initiative.
  o 2013-14: 120 students were counseled. The department of Psychology took the initiative of evaluating and documenting the change. The students were re-assessed after 16 sessions to check if there was any improvement in the unhealthy traits. Seven students identified as having distantly neurotic traits, showed a vast improvement and the remaining nine experienced an increase in positive thought and well-being.
  o 2014-15: In spite of the joint efforts of the Dept. of Psychology and Dr. Vakharia, it was found that there were still a huge number of students whose counseling needs were not being met. Four hours a week was not sufficient. The Dept of Psychology in collaboration with Vruddhi Foundation set up a counseling centre "*Evolve*" in college functioning 6 hours per week. A phone number has been provided and advertised so that students can directly contact the centre and set up appointments. This enables the students to avoid a teacher referral and provides greater comfort.

- **Medical**

- 2010-11: The medical concerns are addressed by Dr. Sonal Desai who visited the college once a week.
- 2011-12: Sixty students were treated for ailments like menstrual problems, skin and hair problems. Teaching, non-teaching security staff also utilized the services of the medical centre.
- 2012-13: Thirty students and staff availed of the services. Surgery was recommended for one student which she successfully underwent.
- 2013-14: The Medical centre saw an increase in the number of students who came in for general health tips, diet counseling and weight related issues. Staff members regularly visited the centre for blood pressure checks.
- 2014-15: The Medical centre also functions to allay ignorance, rectify myths and misconceptions among students. Whenever required, medical investigations, referral to specialists and informing parents is done.

- **Academic Guidance.**
  - The college provides academic counseling during admission to help students to select their subjects. Teachers are involved in ongoing counseling and mentoring throughout the year.

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

Innovative teaching approaches:

Classroom Teaching:

• Dramatization of prescribed and relevant plays / stories by students	• MCQs
• Use of dictionary and newspaper cuttings	• Screening of Films
• Peer tutoring with group assignments and PPT presentation.	• Play Reading
• Activities related to creative thinking, creative writing, picture stories, best out of waste etc.	• Demonstrations
• Map Plotting	• Discussions and Debates
• Case studies	• Learning through interaction with the help of lectures / workshops conducted by experts from the industry.
	• Subject specific practicals

Going beyond the classroom – Experiential Learning:

• Visits to Industries and Educational Tours	• Surveys
• Visit to Universities and interaction	• Stalls to Develop Entrepreneurial Skills

with faculties and students	• Street plays, skits, role plays
• Visit to NGOs, companies and organizations	• Visit to Book Exhibitions
• Learn and Earn Programs: Yuva Udhyami, *Bite Delite*	• Visits to places of historical, interest, cultural festivals, libraries etc.
• Exhibitions	• Visits to institute handling children with challenges.

Going beyond the syllabus:

• Special course in psychoanalysis for MA II	• Use of library facilities for upgradation of knowledge Internship and Job training: M.A. and M.Com. students take up internships in various counseling centres, hospitals and industries. Child Development students work in schools and nurseries as part of their field work.
• Workshops on personality development for BA I by trained MA I students	
• Research presentation Competitions. Students have won prizes at the Intercollegiate level.	
• Participation in co-curricular and extra-curricular activities	• Student Teacher exchange programme to enhance knowledge and skills.

ICT Integration:

• Giving online tests, creation of regular WhatsApp group where a question is asked every day pertaining to the syllabus.	• Using Computer Laboratories for net browsing, preparing projects and preparing presentations, updating blogs and communicating with the help of Yahoo Groups and Google Groups.
• Teaching Aids prepared by Child Development students to show school children.	• Youtube videos and screening of films

Use of Creative Activities and Training:

• Puppet making	• Training on communication skills
• Internship opportunities for exposure to industry	• English Day, Gujarati and Hindi Divas for elocution, essay writing, story writing and poetry writing.
• Training for Linguaphone	
• Learning to write poetry	
• Cafeteria Practicals e.g. '*Bite Delite*' preparation of healthy snacks in bulk to sell and profits given to college and students.	• Students contribute to college magazine *Srishti*, *Health Mantras* and *Campus Express.*
• Entrepreneurship training workshops	• Management games are conducted for BMS students by M.Com. students the games include: general knowledge, creativity, and communication skills.
• Day care centre, play groups and primary school practical training	
• Training by ITC and Hyatt group of hotels for Food and Nutrition students	

Institution encourages faculty to adopt new and innovative approaches:

• Training in the Integration of ICT in Higher Education • Training in the use of SPSS	• Participation in Workshops on Teaching-Learning innovations • Workshops

The impact of new and innovative approaches can be gauged from the following:

• PPT presentations made by students • Confidence to participate and ability to win prizes in Research Competitions and Literary Activities	• Formation of Google groups and creation of blogs. • Academic results • Placements through campus interviews

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

• Orientation for students and teachers • Book Bank facility • Library resources for making PPT's • They also use the Library for reference work and e-learning. • Reference work for projects • Inter Library Loan. • Audio-visual aids for staff and students. • Question papers, photocopies of syllabus	• Access to National Library and Information Services Infrastructure for Scholarly content (N-LIST), INFLIBNET, OPAC • Content page of reputed journals is photocopied and provided to each HOD • Display of books during conferences, seminars, workshops • Online journals. • Department book requests

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

- Proper planning of the Academic Calendar, Teaching Plans and Examination Schedule helps the college to face the challenges thrown up by the semester system.
- Every attempt is made to ensure regularity and punctuality and smooth functioning of the college. Factors like water logging during monsoons, bandhs or other unforeseen factors may hamper normal college life but these are few in number
- Duty leave is given as per UGC guidelines. Teachers take leave because of paper presentations, Refreshers and Orientation programs. Steps are taken by them to ensure that students are given work and that other lectures are not disturbed. Time table is re-adjusted, so that optimum utilization is possible. Substitute teachers have been appointed when a teacher has gone on leave for a long period due to personal reason.

- Extra lectures are taken in the vacation or on holidays if necessary.
- The second year students of some subjects are given the syllabus in March (as soon as their examination is over). There is a weeklong orientation distribution of material, assignments, projects so that the vacation can be utilized. Bridge Courses are organized for First Year students in March and April.
- Non-cancellation of lectures is ensured by planning and putting in certain guidelines
  - o All meetings at 12.15 pm
  - o Guest Lecturers within lecture timings
  - o Staff Study Circle activities are conducted after lectures or at 11.30am to minimize loss of teaching time.

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

The Institute Monitors and evaluate the quality of teaching learning:-

- Result analysis done by the department is an indicator of the quality of teaching and learning.
- Teaching Effectiveness Scale is used to get feedback from students. The Principal meets every teacher and gives feedback
- Exit Report is taken from the Third Year students about their overall assessment of college facilities.
- Departmental meetings and staff meetings also help monitor the teaching learning process.
- Suggestion Box is a useful device as students give their feedback. The Principal and Supervisor counsel the teachers and suggest measures to improve.

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

- The college is affiliated to SNDTWU and runs grant-in-aid programs BA (Gujarati and English Mediums) and B.Com. (English Medium). The college runs the following self-financing programs:
  - o Bachelor of Management Studies
  - o B.Com (AFI)
  - o M.Com. (Human Resource)
  - o M.A. (Counseling 2004 onwards; Clinical 2012 onwards)
  - o P.G.D. E.C.E
- All vacancies are filled as per University norms
  - o NOC from Joint Directors office
  - o Approval for advertisement draft from SNDTWU

- o Advertisement is placed in two newspapers (a) 'Indian Express'(English) (b) 'Loksatta' (Marathi)
- o Applications are invited within 21 days from the date of advertisement
- o Letter sent to SNDTWU to constitute selection committee for interviews
- o Letter written to Joint Director office for Government Nominee
- o Date fixed for Interviews
- o Selection committees decision is final
- o If advised by the selection committee demonstration lectures are taken and final decision made.

Table 2.4: Details of permanent Faculty UGC

Highest Qualification	Principal		Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Permanent Teachers									
D.Sc./ D.Litt.			-	-	-	-	-	-	-
Ph.D.		1	-	1	-	05	01	03	11
M.Phil.			-	-	-	-	-	02	02
PG			-	-	-	01	-	06	07
Temporary Teachers									
Ph.D.			-	-	-	-	-	-	-
M.Phil.			-	-	-	-	-	-	-
PG			-	-	-	-	-	02	02
Part-Time Teachers									
Ph.D.			-	-	-	-	-	-	-
M.Phil.			-	-	-	-	-	01	01
PG			-	-	-	-	-	01	01

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

The college conducts Self Finance Courses at the UG and PG level. The courses are BMS, B.Com (AFI), M.Com. and M.A. Counseling and Clinical Psychology and P.G.D.E.C.E. Appointments of faculty are made on the basis of qualifications and experience in the relevant field. The college copes with the demand for qualified faculty in the following ways:

- o Eminent faculty is invited to teach specialized papers.
- o Guidance is taken for Research Projects from Senior Faculty and Professionals in the P.G. programme
- o The Department of Psychology networks with Psychiatrists for special medical classes.

- o Eminent Experts are invited to provide training e.g. Katta Babu, Director Mobile Crèche for Puppet Making.
- o Dr. BNCDC networks with eminent media persons and invites them as a faculty for Journalism and Mass Media Communication

2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

Year	R.C.		Orientation		SDP by University		SDP by Institute		Seminar		Workshop		Conference	
	A	SF	A	SF	A	SF	A	SF	A	SF	A	SF	A	SF
2014-15	-		-	-	-		4	1	12	5	1	3	2	-
2013-14	1		2	1	11		2	-	13	5	10	1	12	-
2012-13	2		1	-	-		-	1	10	3	9	5	7	-
2011-12	-		1	-	1		1	-	16		15	2	10	2

a) **Nomination to staff development programs:**
- A – Aided, SF – Self-Financed

b) **Faculty Training programs organized by the institution to empower and enable the use of various tools and technology for improved teaching – learning.**
- **Teaching learning methods / approaches:**
  - o The IQAC together with Department of Educational Technology, SNDTWU organized a six day workshop on 'Integrating ICT in Higher Education' from 22nd April 2013 onwards for six days. The aim was to encourage ICT integration in the Teaching Learning Process.
  - o IQAC and Department of Psychology organized a 7-day Faculty Development Program sponsored by ICSSR titled "Statistics for Social Science Researchers." The PSPP software package was used and hands on experience were provided to the participants 19th to 26th July, 2015.
- **Handling new curriculum:** Departments organized workshops on Content Analysis and preparation of Question Banks.
- **Content / Knowledge management:** The IQAC and Dept. of Commerce organized a one day seminar on 'Application of Knowledge Management in Higher Education'
- **Selection, development and use of enrichment materials:** Preparation of Teaching Aids, Manuals, Remedial Books etc.
- **Assessment**

- **Cross cutting issues**
- **Audio Visual Aids / multimedia**
- **OER's:**
  o Library oriented the teachers on the use of the INFLIBNET and OPAC
  o Five Teachers completed the Street net Online Course on Sexual Harassment
  o **Teaching learning material development, selection and use.**

c) **Percentage of faculty**
  o Invited as resource person in external Workshops / Seminars / Conferences organized by external professional agencies:

Workshops - 5%	Seminars - 10%	Conferences - 5%

  o Participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies:

Workshops - 100%	Seminars - 40%	Conferences - 15%

  o Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.

Seminars- 60%	Conferences: International - 55% and National - 40%

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

- **Providing Research Grant:**
  o Teachers have received grants from U.G.C. for Major and Minor research projects
  o Teachers have received grants under Gandhian Studies Centre
  o U.G.C Travel Grant

- **Study Leave:** The following teachers have availed of the **Faculty Improvement Program (FIP)**
  o Dr. Rita Patil, Dept. of Food and Nutrition from June 2008 to August 2011
  o Dr. Cicilia Chettiar, Dept. of Psychology from September, 2010 to September, 2012.

- **Support for Research and Academic Publications**:
  o The College publishes *Research Horizons* (since 2001)an International peer reviewed journal with an impact factor of 0.210 (Global Impact factor, Australia, 2013)
  o The college has spent Rs. 62,560 as Registration Fees.

- o Free Internet facility and well equipped library
- o Duty Leave and Concessions in timings for use of Libraries and visit to Guides
- o Teachers have availed of U.G.C. funding (travel grant, registration fee etc.)for International Seminars. Total Travel Grant received by teachers through UGC is Rs. 8,26,782 of the sanctioned amount of Rs. 9,91,324.
- o College supports publication of seminar and conference proceedings
- o Circulars / Brochures for Conferences, Seminars and Workshop are circulated and displayed on the Notice Board.
- o Felicitation by the management of the college for the teachers who have completed Ph.D., Major and Minor Research Project.

- **Teaching Experience in other institutions:**
  - o Ten teachers engaged in P.G. Teaching in University Departments, affiliated colleges of SNDTWU and Mumbai University.
  - o Three teachers invited as faculty at Nursing College, Nanavati Hospital.

- **Specialized Programs:**
  - o Street net Online Course on Sexual Harassment
  - o One year Certificate Course in Bio-Medical Ethics

- **Industrial Engagement:** Department of Psychology teachers are engaged in ongoing consultancy projects.

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

- Dr. Sunita Sharma, HOD, Dept. of Commerce has been placed in the Grade of 'Professor'
- Three of our Faculty members received awards for Best Paper Presentation
  - o Dr. Falguni Desai, Dept. of Economics, paper titled 'Changing Patterns on Trade: Evidence from Asia and Policy Implications', was judged the 'Best Paper' of the technical session of the conference at the U.G.C. Sponsored International Conference on 'Global Financial Crisis: Challenges and Opportunities' organized by Bhupal Noble's College, Udaipur. 13th – 15th January, 2011.
  - o Ms. Mittal Chauhan, Dept. of Sociology, Best Paper presentation on 'Gandhian Views on Health' at National Seminar held at

Shankar Narayan College of Arts and Commerce (Bhayander East). 11thand 12th February, 2011.

- o Dr. Jayashree Palit received Best paper Award at the International Conference on English from Classes to Masses on 21-23 August 2014 for the paper titled "Teaching Reading: Applying Theory and Research to Practise".

- Three of our faculty members received Recognition for Creative Writing and Poetry
  - o Dr. Ravindra Katyayan, HOD Hindi, won the First Prize for his short story 'Breaking News' at the International Story Writing Competition organized by World Hindi Secretariat, Mauritius. He won a cash prize of 650 dollars.
  - o Dr. Rajshree Trivedi, Dept. of English, was awarded the Third Prize at the 2nd Rabindranath Tagore Award, 2013 at the International English Poetry Competition organized by Poesis Online and X Press Publications.
  - o Dr. Sejal Shah received the following awards
    - The best Short Story writing Award from MAMTA, a short story magazine published by Madhu Ray well known story writer in Gujarati from U.S.A.
    - The Gira Gurjari Paritoshik for the book 'Muthi Bhitarni Aazadi' in the Research Section for the year 2012.

- Three faculty members received recognition from the Community:
  - o Dr.Harshada Rathod received the following Awards:
    - Megh Gaurav Puruskar by Tulsiwadi Meghwadi Panchyat,
    - Nari Gaurav Puraskar Sanman by Avkar NGO
    - Astha Ray of Hope award for rendering services as an Academician.
  - o Dr. Ravindra Katyayan, received Vocational Excellence Award from Rotary Club of Bombay Airport
  - o Ms. Mukti Patel received Sushila Thakur Gold Medal for the "Best Woman Economist Author" by the Indian Economic Association on December 27, 2011.

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

- The college introduced evaluation of teachers by students w.e.f 2003
- The Teaching Effectiveness Scale (TES)was designed by the IQAC and Department of Psychology w.e.f. 2003
- The TES has been revised over the years to improve effectiveness
- It is administered by the Principal and is analyzed by office staff.

- The Principal provides comparative analysis of the trends. The Principal communicates the trends and patterns in the feedback to the teachers.

2.5 Evaluation Process and Reforms

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

The institution ensures that the stakeholders of the institution especially students and faculty are aware of the evaluation process in the following ways:

- The students are made aware of the evaluation process through the Prospectus, Orientation Program, Students Diary and Syllabus given to them by the teachers.
- The college website has the details of the evaluation process.
- Teachers announce the dates of Internal Assessment Tests and other examination dates well in advance
- The Principal, BOS Members, Faculty Members and Academic Council also gets information from the University and this is disseminated among staff and students
- The college has developed a system of providing information to students and staff through email and SMS packages w.e.f. 2014
- The college examination committee uses the website to disseminate information notices, Time Table, Results etc.

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

- Major Evaluation reforms introduced by the University:

• Semester Pattern w.e.f 2008 • Internal Assessment weightage 25 marks • External Assessment weightage 75 marks • Minimum passing marks reduced to 35 (previously 40) • Introduction of grades • NSS Volunteers, Students Council and Sports participants given 10 incentive marks at T.Y. level • Vigilance Squad	• Online examination forms and entry of internal assessment marks • Masking • Ban on use of and Possession of Mobile Phones • Clear procedures for copy cases • Moderation • Declaration of Results within 30 days • Re-Valuation • Centralized Paper Setting and Assessment • Photo copy of the answer books

- Reforms initiated by the institution on its own:

- o Separate Air conditioned room for examination with facilities e.g. computer, Printer, RISO printer etc.
- o College introduced Masking System for answer sheets prior to the University. College was the first affiliated college to initiate this system in 2008.
- o Computerization of all examination related work: Hall ticket with photo identification, Online exam question paper and In house question paper printing
- o Online examination forms and entry of internal assessment marks was initiated by the college prior to the University in 2010.
- o Variety of methods for Internal Assessment
- o Preparation of Question Banks and Content Analysis workshop organized by various Departments
- o Two sets of question papers are prepared and one is selected at random by the principal.
- o Online paper submission w.e.f. 2014
- o Best Attendance Certificate and bonus marks in Internal Assessment for students with attendance above 95%.
- o Teachers evaluate papers at the rate of 40 papers per day to ensure declaration of results within stipulated time.
- o Parents or Guardians have to collect Results and are counseled by the teachers.
- o Open house on the first day when college reopens after vacation (Semester I result) and last day of the term before vacation (Semester II result)
- o Photocopy of paper, verification and revaluation of results

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

- The college has an Examination Committee comprising of members from each faculty (Arts and Commerce) and mediums (English and Gujarati). Decisions are taken after consultation with the Principal.
- Notices are issued for the information of all students and teachers.
- Announcements are made through the website and Public Address System.
- The Best Practices followed by the College Examination Committee are as follows:
  - o Online submission of Question Papers. The process was initiated in 2014-15, where teachers submitted the Question papers directly to the Examination email id. The email id can be accessed only by the Principal and the Examination In-charge. The university has not introduced the process as yet. The college organized a workshop in March 2015 to facilitate simultaneous uploading of the question papers in an uniform format

o To guard against malpractices, Hall ticket with photograph is issued to the students appearing for the college first year examination. Attendance sheets also have photographs and are signed by the Supervisor and the students. The college has incorporated a column in the attendance sheet that indicates the Internal Assessment Marks. This facilitates identification of students who have not secured the minimum passing marks of 9/25 and are, therefore, not eligible for the final examination.

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

- Formative evaluation is done through the Internal Assessment Tests. 25 marks are allotted by the University. The teachers adopt a variety of methods e.g. projects, book reviews, field work, visit reports, group discussions, power point presentation assignments. 09 marks is the minimum to qualify. The student has to pass in the internal examination and get a minimum score of 9.

- Summative evaluation is done through the final examination. 75 marks are allotted by the University. 26 is the passing mark in the external. The student has to score an aggregate of 35 marks in order to pass (9 + 26). The student has to pass separately in both. The college conducted the First Year and Second Year external examinations till 2012.

- Semester system was adopted by the University w.e.f 2008.W.e.f. 2013 University has started conducting the Second Year examinations. Third Year examinations have been conducted by the University.

- List of students who are toppers is prepared by the Scholarship and Prize Distribution Committee. They are felicitated during the annual prize distribution ceremony.

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

- Teachers plan and inform students of their Internal Assessment Tests in advance.
- Teachers encourage independent learning through project work, group activities.
- Teachers help to inculcate communication skills through group discussions, power point presentations. Teachers emphasize library reading. Book reviews and research projects
- Teachers take into consideration behavioral aspects like attendance, punctuality, classroom interactions etc. Attendance defaulters are

counseled by the teachers. Parents are invited to come and meet the concerned Teachers, Supervisor and Principal

- Continuous coaching and evaluation for weak students

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

A student who graduates from the college must be a change agent, a catalyst of a paradigm shift in her own family as well as others. She has the ability to think independently, is self-reliant and commands respect for her all rounded personality and character.

- The Goals of the college clearly indicate the kind of graduate attributes and are in alignment with the Mission of the affiliating University i.e. **Empowering Women**: At the end of her three years in college (U.G) the students has.:
  - o **Knowledge and skills in the subjects she has studied.**
    - – Achieve academic excellence through curriculum that is relevant and effective.
    - – BA Students are provided subject choices like Child Development and Food and Nutrition as applied components. Two UGC Vocational courses OMSP and TTM are offered in B.Com. All these help to develop vocational skills.
    - – Remedial teaching and Bridge Courses
    - – Talks, workshops, seminars and exposure to the best ideas and happenings in the field.
  - o **Holistic growth and development of personality through participation in extra-curricular and co-curricular activities.**
    - – Participation in activities that enhance different skills and talents e.g. Students Council. Sports.
    - – Incentives are given in the form of prizes for Best Student, Good Samaritans, best NSS Volunteer, Anmol Ratan Award to Differently Abled Learners and Prizes for overall excellence in academic and / or extracurricular activities.
    - – Opportunity to undertake internship and training programs.
  - o **Sensitivity to social issues and has hands on experience of working in the community:** Students activities through NSS and Rotary Club help in raising awareness about sensitive issues.
  - o **Employability skills as well as the ability to go for Higher Studies.:** Placement Cell functions to offer employment options and prepare students for Job Interviews.

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

- The mechanisms for redressal of grievances with reference to evaluation are as follows:

o The College and University provide an opportunity for re-verification and revaluation
o Students can also apply for photocopies of their answer books.
o The college specifies that all requests for the above should be done within seven days after the date of declaration of results.
o College endeavors to resolve queries in 30 days

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

- The Mission statement of the college and the goals clearly state the kind of learning outcomes envisioned by the college. These learning outcomes are the graduate attributes envisioned by the college.
- The Vision statement, Mission and Goals are displayed prominently in the foyer. All the college publications and website give this information.
- The syllabus clearly states the objectives of the course which translate into learning outcomes. These are conveyed to the students by the teachers.
- The aim is to create competent, self-reliant and responsible citizens.

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

- The Institution Monitors and Communicates the progress and performance of students. Internal Assessment Tests are taken regularly and the students receive feedback from the teachers. The results of the final examination are given to the parents or guardians. Those students who remain absent or underperform are counseled by the teachers and their parents / guardians are requested to meet the teachers and / or the Supervisor/ Principal.
- The college has had the following students as Toppers at the university level.
  o PAWAR KALYANI SANTOSH was awarded the following prizes (2012–2013)
    – R.S. Dinanath Memorial Medal prize (For securing the highest number of marks at the B.A. Examination with English Medium)
    – Maharashtra Library Basrah-Tilak for Psychology (For securing the highest number of marks in the subject of D.C. Psychology)

o P.G. D.E.C.E students –Rankers in the university
- Ms. Rakhee Mehta -2nd Ranker (2011-12)
- Ms. Pallavi Bangera-4th Ranker (2013-14)
o BMS students –Rankers in the university
- Ms. Aarti Suryavanshi– 4th Ranker (2013-14)
- The results of the students are analyzed at the end of each semester.

Fig. 2.1: Pass Percentages for the three streams from 2010-2015
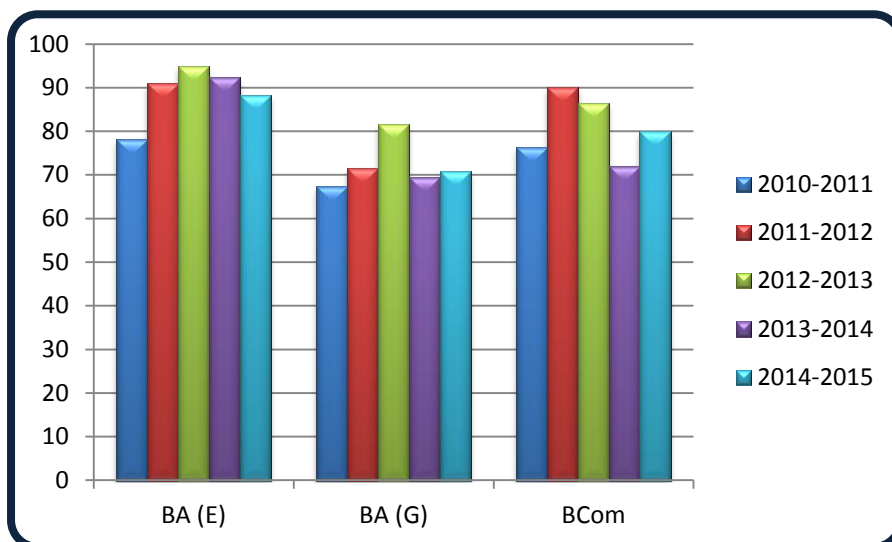
Analyzing the trend above, it can be seen that the English medium has seen a steady increase in the pass percentage across the years. The Gujarati medium witnessed a spike in 2013 but has been fairly consistent across time. It can be seen the Commerce department had good results for the years 2012 and 2013

Fig. 2.2: Pass Percentages for Self-Financed Courses
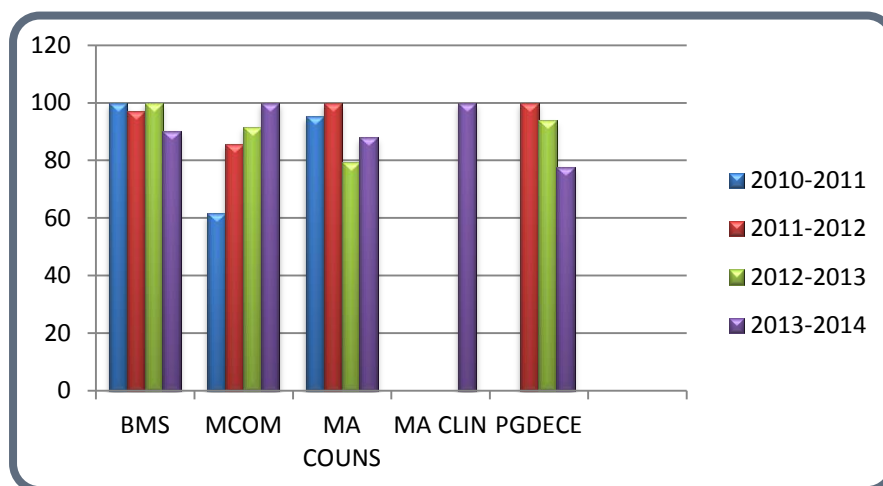
Analyzing the above results, it has been found that BMS has seen a slow but steady drop in the results. M.Com has shown a dramatic improvement and has increased it's pass percentage every year. The MA counseling program saw a sudden drop in 2013 but began to pick up it's results in the next year. There has been only one batch of clinical students that have passed out and so there is no frame for comparison. The P.G.D.E.C.E. has seen a drop in performance across it's three batches.

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

- The teaching, learning and assessment strategies of the institution are structured to facilitate the achievement of the intended learning outcomes as follows:
- Departmental and Committee activities help to ensure that key objectives are met. Periodic meetings ensure monitoring of the processes.
- The Academic Calendar acts as a guide for conducting and scheduling academic and non-academic activities.
- Teaching plans are prepared for every class and every paper
- Examination schedules are planned in advance.
- Regular meetings are conducted to review and monitor activities.
- Academically weak students are counseled and guided in order to improve their performance.
- Remedial Teaching and Bridge Courses are conducted
- Advanced learners are encouraged to take up more challenging assignments.

2.6.4 **What are the measures/ initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the course offered?**

The following measures and initiative are taken to enhance the social and economic relevance:

- **Entrepreneurship**
    o Two U.G.C. Vocational Courses are offered (Commerce Faculty): 1) Office Management and Secretarial Practice Course, 2) Travel and Tourism Management.
    o B.A. students (English and Gujarati Medium) are offered the following combined Applied Component Papers: 1) Child Development, 2) Nutrition and Meal Management. Both papers provide practical training through teaching in nursery school and preschools and conducting practical respectively.
    o Entrepreneurship is an area of focus of many of the courses e.g. Food and Nutrition Department. Nutrition and Meal Management students have a paper on Food Entrepreneurship. The paper helps to train to students to start small home-based enterprises. Students have initiated an ongoing entrepreneurship drive "*Bite Delite*". Eight students went for training at ITC Maratha, Mumbai in May 2013. They were trained in bulk food production methods.
    o Commerce students have a paper on Entrepreneurship Development through which the Commerce Department facilitates training in entrepreneurship:
        – The 'Yuva Udhyami' is a unique Learn and Earn program where greeting cards and eco–friendly bags are made.
        – Jan Jaagran Udyami' seminar for motivation of small scale industries.
        – Entrepreneurship development program in collaboration with Ministry of Micro Small and Medium Enterprise Development Institute (MSME)
        – 'I Create Indian Entrepreneurship program for B.Com and Dr BNCDC students

- **Innovation and Research**
    o Computer Training of 100 hours is provided to all the students
    o Awareness of social issues is enhanced through Foundation Course Papers
    o Research Cell encourages research activities in each department through Intra Department Research competition.
    o Innovation and Research Aptitude is also developed through the following through '*Campus Express*' and '*Health Mantras'* which are expressions of innovation by students

- o MA Psychology and M.Com students undertake an internship program with professional counselors at counseling centres, clinics and industries. Students of P.G.D.E.C.E go to pre-school for internship.
  - o MA and M.Com students have to submit a dissertation based on research undertaken by them w.e.f. 2014
- **Student Placement**
  - o Quality Jobs are ensured through the activities of the Placement Cell, Placement opportunities are given through Career Fairs and campus interviews
  - o Development of skill sets through the curriculum. The students study a compulsory paper on Personality Development as part of the Foundation Course Paper (B.A)
  - o The college invited Tata Consultancy Services to provide training in leadership and communication skills to all Third Year students (2012-13)
  - o M.Com. Students are usually placed at the organizations in which they have undertaken Internship.
  - o General counseling and information about job opportunities is provided to P.G.D. E.C.E students.
- **Others**
  - o NSS and other activities help to make students aware of various social issues such as environment, population, status of women, education, health and human rights.
  - o The college provides holistic training and opportunities to participate in various extracurricular and co-curricular activities.
  - o Sports are given importance and the college has a well-equipped gymnasium and coaching for Malkhamb, Table Tennis and Cricket.
  - o Internship opportunities for students of TTM, OMSP, M.A. and M.Com.

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

- Result Analysis helps to identify the performance levels of the students.
- Monitoring of internal assessment test results helps identify weak and advanced learners.
- Teacher Effectiveness Scale also helps to reveal areas of weakness in the teaching-learning process.
- The above mentioned analysis has helped to initiate Remedial Teaching and Bridge Courses

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

- Departmental meetings help to discuss the progress of the students. Sharing of challenges faced and teaching methodologies help to ensure achievement of learning outcomes.
- Preparation of Teaching Plans and knowledge of the evaluation pattern (clearly stated in the syllabus) helps to facilitate the teaching process.
- Analysis of results is a good indicator of the level of academic performance.

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

Assessment/evaluation outcomes are seen as an indicator for evaluating student performance, achievement of learning objectives and planning but it is not the only indicator. The college focuses on two kinds of evaluation outcomes:

- Continuous evaluation
  - Continuous Evaluation through Internal Assessment tests.
  - The college uses various methods like written tests, projects, seminar presentations, oral tests, practical, field work etc. for evaluation of students' performance.
  - Buddy coaching and Peer monitoring also help to track progress.
- Final examination results which are analyzed by the teachers help to indicate performance.
- The college also relies on other indicators like
  - Achievements in inter-collegiate cultural and academic competitions.
  - Participation in college level as well as intercollegiate level events which is also an indicator of the development of certain skill sets and altitudes.
  - Participation in extension activities and sports is also given weightage. Incentive marks are given by the university for NSS volunteers who have completed 240 hours of activities and attendance of two special camps
  - The overall behavioral aspects of a student are also taken into account when awarding prizes and certificates.
  - All these measures have had an impact on planning and executing teaching and evaluation strategies within the classroom.
  - Initiative taken by students for self-learning and development for e.g. *Campus Express*