



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SMT. MANIBEN M. P. SHAH WOMEN'S COLLEGE OF
ARTS AND COMMERCE**

**SMT. PARMESHWARI DEVI GORDHANDAS GARODIA EDUCATIONAL
COMPLEX, 338, R. A. KIDWAI ROAD, MATUNGA.**

400019

www.mmpshahcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Smt. MMP Shah Women's College of Arts and Commerce, the first in Maharashtra state to be affiliated to Shreemati Nathibai Damodar Thakersey Women's University (SNDTWU), took roots with just seven students in 1957. The present management, Seva Mandal Education Society (SMES) came into being, in 1971, bringing in generous financial aid for further development with primary focus on women empowerment.

Till 1984, the college offered graduation degrees in Gujarati medium of Arts stream; then, English medium in the Arts stream and Commerce stream was introduced. In 1991, when Marathi medium in the Arts stream began, the college turned into a unique educational institute offering BA courses in all three languages. The initial years of the twenty-first century saw the inception of self-financing courses at graduate and post-graduate levels. At present, we are conducting three undergraduate and three post-graduate self-financing Programs, along with our regular government-aided BA and B.Com Degree Programs.

Readily embracing the NAAC's evaluation process, we invited its peer team for inspection in 2003. In this round, we received a B+ grade and a recommendation for betterment of the institution. We accordingly introduced new courses and the college witnessed enhancement in the infrastructure with a new canteen, audio-visual room and few additional classrooms. Our Internal Quality Assurance Cell (IQAC), instituted in 2004 at the behest of the NAAC peer team, has contributed immensely to college's development.

Our efforts to improve infrastructure, course offerings and workflow paid dividend in 2013, when we received an A grade with CGPA 3.61/4.00 in the second cycle of NAAC assessment.

Impressed by our focused approach to strengthen the institute, the peer team strongly recommended that we should seek CPE status and then autonomy. We began ardently working in this direction, securing CPE status in 2016. We have recently been conferred with autonomy, too, which will be in effect from June 2019. In addition to graduate programmes, we also offer as many as twenty (20) value-added courses, open to all students.

Vision

Empowerment of Women through Quality Education to make them Competent, Self-reliant and Responsible Homemakers, Professionals and Citizens

Mission

Education for a living and for making a better living

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is administered by a warm, encouraging, easily accessible and progressive management

With inception of autonomy from June 2019, we will have freedom to design syllabus and student's activities with Financial Assistance.

With Award of CPE status and grant by the UGC, we can hold enrichment activities for staff and students.

With three mediums: Gujarati, Marathi and English in Arts stream language must not be a barrier in receiving higher education.

Regular interactive Parents Teachers Meetings, motivate the parents to continue education of their wards and permit them to join the industrial/educational visits and participate in programmes to prepare for a career.

Needy students with merit are given financial assistance and help in applying for government scholarships, too.

We conduct twenty value-added courses to give students fulfilling educational experiences.

We now have twenty-two smart classrooms in college with projectors, smart boards and WiFi connection.

Including the principal, we have fifteen teachers with doctoral degree thus having a conglomeration of subject experts, focusing on teaching undergraduate courses.

The college publishes *Concept*, (ISBN: 23948922) a multidisciplinary peer-reviewed research journal over and above a college magazine and IQAC newsletter.

Our students participate in various competitions, co-curricular and extra-curricular activities, sports, NSS and NCC. The CRs and VPs play an active role in various college activities, through Students' Council.

Bright and talented students are assigned the role of mentoring junior students.

Making a Difference (MAD) project by the Lion's Club, donates food grains to students and latest educational technology to college. Our association with them brings in a variety of benefits to the institution and students.

The college has an active counselling cell providing advice on mental and physical health and nutrition.

Collaborations with NGOs like TechnoServe and Antarang help students to be career ready.

The following facilities for staff and students are available on the college campus: canteen, gymnasium, auditorium, programme hall, well equipped laboratories, beauty parlour, video editing and recording studios,

Language Laboratory and an audio-visual room.

All our administrative procedures are transparent, and every document is accessible through RTI.

We are centrally located in Mumbai with three railway stations nearby.

Institutional Weakness

Many of our students, who are first generation learners or belong to minority communities, face social and cultural odds, which make it difficult for them to complete their education. Even after they complete education, they face resistance from families when they want to join the job market and become financially independent.

Some students drop out because their parents want them to get married, and few drop out as families think that the investment in higher education is too high to be continued.

Malnourished students find it challenging to continue education as they cannot cope up with the physical demands typical of commuting in Mumbai.

Institutional Opportunity

Since the college has received autonomy, with effect from June 2019, we now will have option to alter syllabus according to the needs of our students. We shall be proposing a syllabus more relevant to current job market. We shall be introducing skill-based modules to prepare students for a vocation.

Since autonomy will be implemented in June 2019, we will be able to use web-based courses to make education an anytime-anywhere experience, free of constraints.

We have ample possibilities to use alternative energy for the college requirement. To convert the office into a paperless workplace is also an often-felt requirement.

Departments can expand social outreach and carry out a number of activities. All the courses should include a value component and a concern for common social good. This will prepare students to be better citizens.

Institutional Challenge

Closing down of regional language schools has affected enrolment in our college. Since our college also offers degree courses in Gujarati and Marathi, these mediums experience a decline in number of students. We are concerned that the production of knowledge about particular disciplines in regional languages will diminish over time, at least at the institutional level.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Today, in addition to grant aid degree programmes college conducts all these courses for the total strength of about 2000 students: Bachelor in Management Studies (BMS) in 2002; Bachelor in Mass Media (BAMM) in 2006; B Com with Accounts, Finance and Insurance (B Com with AFI) in 2014. Master of Arts in Psychology and Master in Commerce began in 2004, and Master of Arts in Hindi in 2010.

Responding to students' demands and with the entry of multinational companies in Indian insurance sector we decided to offer a focused training in Accounts, Finance and Insurance through a programme in B Com with Accounts, Finance and Insurance (BCom-AFI) and the post-graduate programme in M Com with Advanced Management, Accountancy and Auditing.

Similarly, we added Economics in English Medium, a challenging discipline, to make our bouquet of courses more attractive to students.

These days competitive students often seek to hone their skillset and knowledge base during afterhours. Hence it was imperative that we devise courses that would meet students' requirements, and they could attend the courses within college premises. Hence, we planned twenty value-added courses, which are conducted by various departments. Some of the value-added courses are as follows: Sports Psychology (Psychology Department), Reading and Writing Modi Script (Marathi Department), Translating from English to Hindi (Hindi Department), Advanced Tally, Advanced Excel and GST (BCom-AFI and MCom), Basic Photography (BAMM) and Backpack to Briefcase (BMS). These courses cater to different groups of students, enriching their job profile and educational experience. TechnoServe and Antarang, two non-profit organisations, also train students to enhance their employability skills, with the emphasis on aptitude identification, job-application process and interview skills. Their courses are open to all the students.

Over and above these initiatives, we have continued with Certificate course in 100-Hour Computer Training, Psychology Honours Programme and Value-added course in Video Editing and Sound Recording. Our sports students attend Athlete Management Programme once a year, and we have also signed an MoU with Mahatma Gandhi Antar-Rashtriya Hindi Vishva Vidyalaya, Vardha, to be the centre for their courses in Journalism, Mass Communication and B Lib Sci in our college.

Teaching-learning and Evaluation

After the last assessment by NAAC, as many as six (06) faculty members completed their doctoral work, and five (05) more have registered for it, certainly completing the work in less than a year. In this tenure we have fifteen (15) faculty members with a doctoral degree on our roster. Since last NAAC cycle, our faculty members have published as many as sixty-six (66) research papers in international journals. Thus, our faculty members seriously engage in research, contributing to knowledge production in their respective subject domains.

With most classrooms being smart classrooms, teachers use ICT to support teaching learning. Currently, every department/programme has a dedicated laptop to use it for presentations and for using web as an educational resource. All programmes routinely use pedagogical strategies like skits, role plays, debates, assignments, industrial visits, educational visits and project presentations for the purpose of continuous evaluation. A

significant change has been implemented in the way teachers set question papers, for the process has now been made more digital.

Academic Advancement Centre (AAC), set up in 2016, began taking Learning Level Tests for various classes in English, general knowledge and basic mathematics. Then, the centre conducted a Personal Enrichment Programme to teach inter-personal skills, social skills and communication skills. Next was Academic Enrichment Programme, which taught effective study techniques, time and stress management skills, memory and concentration improvement.

Besides, in 2016-17, AAC conducted workshops on self-motivation, online trading and effective communication. In 2017-18, AAC collaborated with Edubridge Private Limited to impart communication skills training to more than 150 students of the first year (BCom-AFI and FYBA). For ninety-five SYBCom-AFI students, a separate communication skills training was conducted in 26 sessions. College has decided to focus especially on improving communication skills as most of our students come from regional language medium schools. A language lab with computers and language-learning software serves this requirement.

Research, Innovations and Extension

Concept (ISSN: 2394-8922), inhouse research journal, first published in 2009 is published annually. Our faculty members have published 37 research papers in UGC recognised publications, and in the last five years four papers won 'The Best Research Paper Award' in the respective seminars. College Research Cell follows a code of ethics. A check for plagiarism is done through the software Urkund available with SNDTWU. College management has encouraged research by funding four faculty research projects in 2017-18, awarding total Rs. 1,00,000. Four of our teachers are recognised as research guides for doctoral degree (2013-2018) and eleven supervise research carried out by students of master's courses.

Since 2013, we have held seven seminars, two International, one by the Sociology Department and the other as multidisciplinary collaboration; Six national, five by Hindi Department and one by Psychology Department along with one conference.

Our inspired departments are engaged in number of activities that benefit society at large. Psychology Department offers counselling service as urban outreach in Andhra School; and as rural outreach, in Devgharh village school (Dist. Thane) and have contributed to Adivasi Ashram Shala in Ambiste Village (Dist. Thane), through Career Guidance and Counselling..

Other efforts in extension work include nutrition awareness in Dharavi slums by the Home Economics Department; cleanliness of hawkers' zone outside the college by the Commerce Department; activities for the senior citizens at HelpAge India, an NGO, by the Sociology Department. The BMS programme has signed an MoU with Animedh Charitable Trust, through which our students teach a fifteen-day course in basic computer skills every year to twenty underprivileged girls of St. Catherine's Home, Andheri W, Mumbai.

Our NSS unit adopted King's Circle station in 2014. Students regularly visit the station for cleaning-up and spreading awareness about keeping the premises clean. These efforts have earned various awards to the railway station. Similarly, the NSS unit has also adopted Mammoli village (Dist. Thane) and the shanty town at Wadala Gate No. 04 an area near the college. Cleanliness drives, awareness campaigns, tree plantation programmes and

health check-up camps are routinely held there.

Infrastructure and Learning Resources

Utilising XII plan funds we purchased laptops, desktops, accessories and storage devices for departments. As a part of its CSR programme, in 2014-15, SAS India Pvt. Ltd donated Rs. 51 lakhs to converted nine classrooms into smart classroom facility. A highly sophisticated digital podium, was installed in AV room. Our College premises was made WiFi enabled.

Utilizing the non-recurring grant of Rs 90 lakhs under the CPE, we have renovated and expanded food lab, set up two multipurpose computer laboratories, a language laboratory and converted ten rooms into smart class rooms. The Food Science and Psychology laboratories were made ICT enabled too.

The library's collection holds about 30,000 books. It subscribes to twenty-six periodicals, twenty-nine academic journals and ten daily newspapers. All these resources are in English, Marathi, Hindi or Gujarati. Library is now upgraded with e-books, computers, database and web-based educational resources. The library's catalogue management software received an upgrade to SLIM 21, making data categorisation more efficient and precise.

Since ours is a women's college, safety of the students remains a perennial concern. Recently, we appointed a campus manager, who is on the premises from 7.00 am to 5.00 pm, taking rounds with a team of assistants. This disciplining action has checked the nuisance of outsiders entering the premises. To strengthen security systems on the premises we have installed ninety sophisticated surveillance CCTV cameras and tools. Of these cameras, those observing the outer open areas are bullet cameras with a deep focus range, whereas a camera with a rotating dome keeps a watch on activities going on in the main foyers. We have installed sophisticated fire extinguishers in the building; the building has two passages that allow us easy access to and exit from classrooms, making the college safe in the case of emergency.

A gymnasium, a beauty parlour, an auditorium, a function hall, an audio-visual room, five computer laboratories, two multipurpose computer laboratories, one language laboratory, two Psychology laboratories, a Food Science laboratory, a multi-cuisine canteen—these facilities make the campus an ideal one for contemporary students.

Student Support and Progression

The motto of our college being making higher education accessible to all women students irrespective of marks, age, caste and class, we extend a supporting hand to women students who are first generation learners and come from conservative backgrounds through following:

Free-ships and scholarships to needy students

About 250 needy students benefit from Mutthi Anaaj Daan project every month

Free note-books and umbrellas distribution to needy students every year.

Providing all kinds of counselling services through Counselling Cell

A doctor on campus thrice a week.

health check-up camps for students.

Employability Skills Training Programme from the year 2017

A Training Centre for Competitive Examinations setup in 2018

Addressing students' problems through Grievance Redressal Anti-Ragging and Internal Complaints Committee

Academic Advancement Centre and Life-Skills Programme

Encouraging students with sustained efforts the college has produced twenty-four merit holders in various disciplines, since 2013. In 2017, four out of five rank holders and in 2018, all five of B Com AFI rankers belonged to our college.

Three BAMB students participated in an exchange programme for one academic year in reputed universities in the USA under US Consulate

In 2017, our student was adjudged Ms. Tejaswini in the entire SNTWU with overall best performance in academics and extra-curricular activities. In 2015, our student was the second runner-up in the same contest.

Two of our students have won a government award for 'outstanding contribution to NSS programme' in 2015-16 and 2016-17. In 2017 four NSS volunteers participated in National Integration Camp at Nagaland with our programme officer.

Three cadets of the college NCC unit Company 3, 5 Maharashtra Girls Battalion have received state level awards for camp senior, for health and hygiene and for the best drill.

Students participate in Ashwamedh and Kabaddi, Table Tennis, Badminton, Basket Ball and Taekwondo tournaments.

Our Alumni contribute in different capacities such as resource persons, judges for competitions, and member of CDC. Five of our alumni work as teachers with us. At present, three of our alumni are studying in the USA. *Vageeshwari*, our magazine, has one page dedicated to the voice of the alumni.

Governance, Leadership and Management

The college administrative structure reflects decentralisation of power and sharing of accountability. Principal, vice-principal, sectional in-charges and coordinators for all self-financing programmes carry overall responsibility of the college. The non-teaching staff is headed by an office superintendent.

Convenors with a team of teachers take care of committees like Students' Council, Examination, Library, Internal Complaints, Free-ships and Scholarships, Grievance Redressal and so on. IQAC and College Development Committee (2016-17 onwards) address all significant issues and make decisions.

Office-bearers of our trust hold weekly meeting with the principal to discuss matters on hand. Once a month

Governing Council (GC) meeting is held with the principal, vice-principal and programme co-ordinators with the office bearers of SMES. This interaction provides a platform to exchange information and discuss issues faced by various sections of the college.

IQAC performs important role as planning board to prepare proposals for funding and its execution, e.g. SAS, UGC XII plan and CPE grant. IQAC identified Key Result Areas (KRA) according to the NAAC requirements and adopted a systematic working methodology for it. We included every teaching staff and senior administrative staff for this work. With sustained efforts in this direction, we accomplished two admirable feats. First, we secured CPE status from the UGC with financial grant; and, second, conferment of autonomy, which would be in effect from June 2019.

Recently, we have modified some existing practices, making them more effective and result oriented. For example, confidential reports and self-appraisal of staff has been made digital, to be submitted through email with scanned documents. The Teacher Assessment Questionnaire (TAQ) is now sent to students as a Google Form through email.

In the last five years, we have organised programmes and training courses for the non-teaching staff to achieve overall growth on topics such as Importance of Right Attitude; a workshop on Living a Motivated Life; Computer Training; Orientation for a Paperless Office; Administrative Audit.

Every year, the IQAC conducts an academic audit and its subcommittee checks the records and evaluates the departments. Every alternate year, we conduct external academic audit. This exercise has streamlined records and academic activities.

Institutional Values and Best Practices

We have been taking measures to reduce paper use for daily work. Most of the official missives are now sent through emails, reminders are sent through messaging services and forms are filled with the help of Google Forms. After meetings and workshops, the resource persons send the PPTs of the content to people to avoid unnecessary use of paper.

Our college paper waste is given away to Stree Mukti Sangathan, an NGO, that gives us recycled paper worth 60% of the paper waste's total value. We also re-use some blank pages left in students' answer-sheets and other disposable paper waste. The e-waste of the college is donated to the NGO, as a support. College has twice undergone a green audit to understand the use of resources that could be modified to protect environment.

Recently, we have set up three sanitary napkin dispensers and incinerators at various places in the college. Unsystematic disposal of sanitary pads resulted in a congestion of drainage and unhygienic littering. With the help of incinerators, we can now immediately dispose off the pads. In 2014, 2015 and 2018, with the help of Paryavaaran Dakshata Manch, an NGO, we conducted a course called Paryavaaran Shala (A School of Environment), a series of ten lectures that instructed students about various issues related to environment, taught students to make paper bags and took students on educational outings.

We are in the process of creating a digital archive of college documents, thus preparing an easily accessible, paperless collection of important matter.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Smt. Maniben M. P. Shah Women's College of Arts and Commerce
Address	Smt. Parmeshwari Devi Gordhandas Garodia Educational Complex, 338, R. A. Kidwai Road, Matunga.
City	Mumbai
State	Maharashtra
Pin	400019
Website	www.mmpshahcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Leena Rajan Raje	022-24042362	9920385557	022-24026511	021.mmpshah@gmail.com
IQAC / CIQA coordinator	Madhavi Sathe	022-24095869	9892544080	022-24302864	misathe@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status pdf.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujarati
Any Other	

Establishment Details	
Date of establishment of the college	01-08-1957

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-07-1974	View Document
12B of UGC	01-07-1974	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1551435378.pdf
If yes, has the College applied for availing the autonomous status?	Yes

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Smt. Parmeshwari Devi Gordhandas Garodia Educational Complex, 338, R. A. Kidwai Road, Matunga.	Urban	1.144	5249.01

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Sociology	36	HSC	English,Marathi,Gujarati	450	236
UG	BA,Psychology	36	HSC	English	108	71
UG	BA,Hindi	36	HSC	Hindi	108	108
UG	BA,Economics	36	HSC	Gujarati	216	14

UG	BA,Economics	36	HSC	English	36	16
UG	BA,Marathi	36	HSC	Marathi	216	156
UG	BA,Mass Media	36	HSC	English	216	130
UG	BCom,Accountancy	36	HSC	English	624	484
UG	BCom,Ugc Vocational Programme	36	HSC	English	120	93
UG	BCom,Ugc Vocational Programme	36	HSC	English	120	93
UG	BCom,Accountancy Finance Insurance	36	HSC	English	432	302
UG	BMS,Management Studies	36	HSC	English	216	152
PG	MA,Psychology	24	BA Psychology	English	88	57
PG	MA,Hindi	24	BA Hindi	Hindi	88	21
PG	MCom,Accountancy	24	B.Com	English	22	22
PG	MCom,Accountancy	24	B.Com	English	22	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				9				19			
Recruited	0	1	0	1	0	9	0	9	3	11	0	14
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	9	27	0	36
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				48
Recruited	25	12	0	37
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	0	9	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	6	0	1	4	0	12
M.Phil.	0	0	0	0	1	0	0	1	0	2
PG	0	0	0	0	2	0	2	6	0	10

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	15	0	19

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5		9		14

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
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	153	2	0	0	155
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	1861	9	2	0	1872
	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	209	215	225	95
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	33	3	26	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	125	164	131	114
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1247	1345	1605	1778
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	39
	Others	0	0	0	0
Total		1614	1727	1987	2027

3. Extended Profile

3.1 Program

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

Response: 1879

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	14	14	14	13

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2023	1895	1722	1612	1622

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
411	397	479	341	364

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
490	431	394	398	514

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	47	41	41	43

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
51	50	45	44	44

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 44

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
96.11	107.65	62.31	76.14	71.09

Number of computers

Response: 217

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:

College follows the syllabus prescribed by SNDT Women's University, Mumbai. The developed process is as follows

The Principal presides over the term ending meeting during which the activities of the year are reviewed and suggestions are given to departments to implement in the coming academic year.

The departments plan out the activities to be conducted for the coming academic year. The IQAC has customized a **Department Budget Format** (Implemented from the academic year 2017-2018). This has enabled the departments to streamline and execute with effectiveness their activities for teaching learning and evaluation like Field Visits, Seminars, Workshops. The departments fill in the format and submit for the approval of the Principal.

The Principal and the IQAC plan out the Annual Academic Calendar for the coming academic year to accommodate tentative University examination schedules, annual college activities, department seminars, conferences, internal assessment schedules.

The academic Time-table is planned out based on new courses to be added, modifications in existing courses, IQAC feedback. Thus, the lecture hours, courses under each program as well as sessions on 100 hours Computer Training, Life Skills Training are reflected in the master time-table.

At the beginning of the academic year Orientation Programme is scheduled for first year Under-Graduate and Post-Graduate students. The subject offered under each faculty, the assessment patterns, college activities are communicated to the students through Orientation programme.

The schedule for the continual internal assessment is prepared. The Arts Faculty in English Medium circulates the schedule to students and their parents. This helps students prepare for their internal assessment and also informs parents about the schedule and the rules of assessment, furthering the transparency in our evaluation process. The other mediums and faculty share the assessment time-table with students orally as well as through social media applications. Methods vary depending on the student strength.

The IQAC has designed and developed an Academic Plan Book. Faculty members fill in the book every day. The Plan Book includes information about the teaching plans for the semester. It includes curriculum progress, the TLE tools and additional activities. At the end of the month, the Head of Departments and Coordinators check the Plan Books. Final checking is done by Vice-Principal and suggestions are given for enhancement if required.

Periodic interaction with parents organized by the Parent-Teacher Association are scheduled to update on student progress. This has enabled the faculty to get feedback from parents on the various teaching-learning-evaluation aspects informally. From 2018-2019 formal curriculum feedback forms have been designed and executed.

From the academic year 2014-2015 the IQAC has designed and implemented departmental audits to evaluate the effectiveness of the implementation of the curriculum.

In the academic year 2018-2019 External Academic Audit for the years 2016-2017 and 2017-2018 was conducted. The feedback received from the External Audit panel will help departments in further increasing effectiveness of curriculum delivery.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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: 29.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	1	1	2	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 15.97</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 300</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 6.25</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 01</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

<p>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</p> <p>Response: 69.27</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>	

2017-18	2016-17	2015-16	2014-15	2013-14
1284	1235	1193	1187	1213

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

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:

Gender Sensitization

Being a woman's college, our activities have always focused on celebrating gender diaspora. There are papers on gender sensitization across courses. Through these courses, students undertake various projects and assignments focusing on gender sensitization. Film screenings on Women issues are undertaken each year. They include movies like Provoked, Matrabhoomi, Laxmi, Pinjar, Damini, Seventeen. Classroom discussions and debates are undertaken on Women's issues like Women's Legal Rights, Women and Child trafficking, Issues of Working Women, Gender disparity in work, Women's Movement in India, Women's role in family and socialization of girl child. Students undertake projects on Women's Nutrition and Anemia, interview women from various work sector and present papers on laws pertaining to women in India. Psychology students learn to construct and undertake attitude surveys on issues pertaining to women like attitude towards Menstrual Leave, divorced women, girls and higher education etc. Students also enact street plays and conduct informational exhibitions on creating awareness about importance of Breast Feeding for lactating mothers under the Nutrition and Meal Management department.

College participated in Jagar Janivancha initiative of the Government of Maharashtra in the year 2013-2014. The Internal Complaints Committee (ICC) of our college in collaboration with Nutan Savera and Jalota Welfare Foundation conducted a workshop for the students of senior college on *Unite to End Violence against Women* on 28th November 2017. The workshop was followed by demonstration on Self Defense.

Environment and Sustainability

Our college has been an active participant in the Swacchata Abhiyaan and conducts cleanliness drives at various locations in Mumbai.

Commerce department observes Environment Weeks for creating awareness about environmental issues.

Foundation courses hosts exhibitions on Best out of Waste items created by students and also conducts workshops on paper bag making. Field trips to Mahim Nature Park which is located near Dharavi is arranged by Foundation courses, B Com and B Com AFI. BAMB students have made short film on Plastic Ban.

Human Values

Active participation of students in extension activities of departments inculcates a sense of prosocial behavior, altruism and feelings of gratitude. Every year Students' Council arranges 2 day workshop for CRs and GSs on Team Building, Motivation, Inter personal relationships etc. IQAC has been facilitating workshops by Swami Vivekanand Kendra on *Safal Yuva*, *Safal Bharat* and on similar themes. Participation of students in internships at various NGOs like Salaam Bombay, Don Bosco Shelter, Byramjee Jeejeebhoy Home for Children is encouraged by various departments to give them exposure in working with the under privileged children.

Professional Ethics

Professional ethics are discussed through various courses. The UG and PG Psychology programs cover ethics in psychological assessment, diagnostics and intervention as per the APA guidelines. Students are also taught and encouraged to undertake dissertation and write papers according the APA research format and ethics. Our Research Committee has posted *Code of Ethics* in Academic Research on the website which acts as an ethical reference for conducting research and publishing papers for Faculty and students.

File Description	Document
Any Additional Information	View Document

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

Response: 20

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

Response: 20

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships**Response:** 9.94**1.3.3.1 Number of students undertaking field projects or internships****Response:** 201

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System**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****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected**

Response: B. Feedback collected, analysed and action has been taken	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

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: 0.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	16	11	7	7

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: 57.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
2023	1895	1722	1612	1622

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

2017-18	2016-17	2015-16	2014-15	2013-14
3264	3264	3120	2976	2832

File Description

Document

Institutional data in prescribed format

[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:** 96.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
411	397	395	341	364

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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:**

The Academic Advancement Centre (AAC) was set up in September 2017. The objective of the AAC was to offer customized coaching to advanced and basic learners. For assessing the learning levels of students, the AAC in collaboration with the Department of Psychology designed an online Learning level test which could differentiate between advanced and basic learners. The test was administered on students across faculties. On the basis of the median obtained in each class, students who scored below the median were classified as Basic Learners and students scoring above the median were classified as Advanced Learners. Results generated of the tests were shared with the faculty teachers which helped them to modify their teaching methodology catering to the needs of the students. The results of the learning level test revealed that, students required training in communication and English language skills. To meet this requirement, the AAC arranged various activities for training in English language and communication skills. Dr. Usha Kumar, faculty with Dr. BMN College of Home Science conducted 26 sessions on communication skills for 110 students. In collaboration with Edubridge Academy, 60 sessions were organized in Basic Spoken English for 167 students.

Additionally through the CPE grant received by the college, language lab was setup which provides English language training.

Prior to establishment of the AAC, faculty members were using the following methods to identify the learning levels of students

1. On the basis of marks obtained in the previous qualifying examination
2. On the basis of marks obtained in the internals assessment

3. On the basis of their performance in the semester examinations
4. Via informal assessment on the basis of participation in class activities
5. Students' contribution to college activities such as writing articles in college magazine, faculty newsletter or being a part of student council or representing college at intercollegiate level.

The following pedagogical strategies were used-

1. Peer teaching, where advanced learners helped the basic learners with academic related difficulties.
2. Additional coaching to basic learners by teachers to help understand concepts better
3. Group assignments are given where advanced learners and basic learners are teamed together
4. Degree of difficulty of individual assignments differ on the basis of the learning levels of students
5. Additional assignments are given to basic learners to better their performance
6. Advanced learners are encouraged and guided to participate in inter collegiate competitions related to research, debates, elocution and quiz.
7. Basic learners are encouraged to participate in inter class competitions
8. Class discussions, guest lectures, skits, role plays, chart displays also help the basic learners to be more participative.
9. Regular feedback on their performance in the formative assessment helps students to understand the area of improvement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 43.98

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.2

2.2.3.1 Number of differently abled students on rolls

Response: 04

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

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:

Teachers train students in life skills, lifelong learning and knowledge management, prepare them for real life applications of what they have learnt. The strategies we apply to make education learner centric are mentioned below

Experiential learning

Practical, Practicum, Internships, are an integral part of activities of departments like Psychology, Home Economics and most professional courses. With fully equipped laboratories, Departments of Psychology and Home Economics conduct practicals to clear the concepts better. Department of Mass Media with state-of-the-art sound recording and video editing studios, is equipped to transfer theoretical knowledge into practical. Foundation Courses and Management studies organize Internships for their students to sensitize them in social issues and live corporate experiences. Internship, Practicum undertaken by students of professional courses are structured, supervised, designed to enrich and complement the students' academic program.

Field or Industrial visits are organized by most of the departments every year. Some examples are Kripa Foundation, Goa, Yerwada Mental hospital and Mukangan Rehabilitation Center, Pune, Maharashtra by department of Psychology, 'Pustakanche gaav'-village of books at Bhillar, Satara District, Maharashtra and Doordarshan news channels by Marathi department, schools for children with special needs by students of Child Development. Visits to museums by Foundation Courses and Bombay Stock Exchange and Monetary museum by Economics department are further examples.

As a part of **Field work**, Child Development students undergo 1 month rigorous training as Teacher Assistants at nursery schools. Departments of Psychology, Hindi, and M.Com train post graduate students as Teacher Assistants for undergraduate classes.

Participative learning

Projects Every department assigns projects as a part of continuous internal evaluation and motivate students to participate in power point presentations, role plays, skits, student led seminar. 'Puppet making'

workshop for Child Development students is also a participative activity for making teaching aids for the school children.

Brain storming Group Discussions Debates Quiz Discussions on Paper clippings, News articles by departments of, Psychology, Hindi, Home Economics and Foundation Courses are regularly organized to inculcate values of social concerns, environmental awareness, gender sensitization

Film or Documentary screening followed by discussions and report writing by departments like Psychology, Hindi, Mass Media, Foundation Courses, Home Economics on issues of child care, poverty, violence against women, help in sensitizing the students. Department of Mass Media train students to make films on environmental and women issues.

Case Studies are discussed by Department of Accountancy on Ratio Analysis and interpretation of final statements and departments of BAMB and BMS students prepare case studies after visiting respective corporate houses

Experts from industry are invited for **Guest Lectures** by all departments so as to give exposure of the topic in the field of their experience.

Posters slogans chart display by students of Home Economics, Sociology, Foundation Courses, Economics, Commerce are organized on topics such as Farmers' Suicide and Importance of Breast Feeding

Problem solving methodologies

Students are given challenging assignments and are motivated to participate in various competitions, quizzes and college level as well as inter collegiate festivals in order enhance creative as well as critical thinking.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 47.83

2.3.2.1 Number of teachers using ICT

Response: 22

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 0

2.3.3.1 Number of mentors

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

College teachers use Innovative techniques in teaching learning process to create interest among students, make teaching more interesting and motivate the students think out of box.

Department of Psychology conducts following activities

Designing Experiments: students design experiments in cognitive psychology on topics related to memory, attention, decision making and problem solving.

Creation and Presentation of Clay Model on Neurons

Critical Essay Writing: students submit essays on topics like gender sensitivity, positive psychology and applied social psychology after critical evaluation of latest researches in the field.

Practical Queen: Intra-class competition is arranged for the students in which they are awarded 'Stars' for their performance in Practical. At the end of the year, these stars are counted and student with most stars is awarded with the title

Flash Cards: 'Go Conqr' as a part of ICT has been incorporated to help students to foster information retention of various concepts and definitions with the help of Flash cards.

Extension activities help students to extend knowledge from classroom to community. Departments conduct regular extension activities such as Nutrition awareness programmes, career guidance programmes, care of the elderly, traffic safety programmes, mental health awareness programmes where students get an opportunity to interact with the community directly and get sensitized to social issues. Students of Foundation Courses work in orphanages and organizations of differently abled. In 2017-18, they were felicitated with trophy by the local community

Department of Marathi has been conducting course in Modi script for students to explore and decipher the

state folk literature. Marathi Bhasha Din, Bhasha Pandhrawada, Vachan Sanskruti, self-composed poetry by students are celebrated to appreciate the heritage of folk literature and culture

Faculty Student Exchange Program: Departments of Psychology, Economics, and Accountancy of our college organize faculty and student exchange programme. This activity helps in an exchange of thoughts and views on relevant topics.

Department of BMS releases newsletter “Meteor” wherein students contribute their articles on various themes like GST Digital India Campaign, One nation one tax and Digital Marketing.

Environment week is celebrated by faculty of Commerce to create awareness about environmental issues and measures to save nature. Students from department of Foundation Course conducted awareness program at Dharavi, in 2016-17 which was highly appreciated by the local political bodies. Students also made articles from waste discarded materials and gifted to underprivileged children and elders in NGOs.

Interview/survey by departments of Nutrition and Meal Management and Mass Media on related topics gives students first- hand information.

Students’ creativity is encouraged through co-curricular and extracurricular activities such as literary, fine arts, performing events at local, regional, state level and Inter collegiate festivals.

Department of Hindi organize ‘Hindi Pakhwada’ and celebrate ‘Hindi Diwas’ under which Elocution, Essay writing, panel discussion and Kavi Sammelan are arranged.

Department of Food and Nutrition encourages students to develop speciality food products with some innovative ideas.

2.4 Teacher Profile and Quality

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

Response: 93.24

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 27.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	13	10	11	12

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response:** 13.24

2.4.3.1 Total experience of full-time teachers

Response: 609

File Description**Document**

Any additional information

[View Document](#)**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:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

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

Response: 11.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	6	6	7

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

The institution conducts CIE in various ways to evaluate the performance of the students. The SNDTWU has recommended 25 marks as internal assessment for every course. The departments plan their CIE for each course based on the guidelines given by the IQAC and Examination Committee. The Examination Committee along with IQAC plans the schedules for CIE which is added in the College Almanac posted on the college website and college diary.

It is recommended that every department conducts atleast 3 CIE for each paper. The departments can decide the number and type of methods to use but the general pattern suggested is-

a. a written test for 25 marks

b. 2 CIEs using an innovative evaluation method such as projects, surveys and report, field visit reports, internship reports, film discussion report, Skits, role play, chart displays.

Each department has the freedom to select any innovative evaluation method for CIE.

The CIE score is calculated as the average of marks that a student receives in all the CIEs that she has attempted.

While planning the CIE care is taken to see that the assignment is given as per the learning level of the student. In a group assignment, advanced and academically weak students are placed together. Extra assignment may be given to academically weaker students to improve their performance. Students who are representing college for events and competitions and miss the regular CIE or students who are working are given extra assignments.

For the next academic year, structured evaluation process has been planned. Rubrics for various methods such as role play, powerpoint presentations have been designed by the IQAC- KRA team. The rubrics will be validated and teachers will be oriented on the methodology of their usage before implementation.

File Description	Document
Link for Additional Information	View Document

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

Response:

Each department has adopted innovative methods of formative evaluation. The evaluation process is communicated to the students at the time of the orientation programme for the first-year students and during the introductory class for every course. The syllabus, reference books and the course outcome are also discussed during the introductory class. Students are instructed to refer college website and students' notice board for schedules and all examination rules and regulations.

The Internal evaluation is done on the basis of marks scored by the students, attendance, participation in curricular and co-curricular activities. The internal assessment is transparent as the students are shown their answer scripts and feedback is given to the students to help them understand their learning and guidance to improve their performance.

The marks scored by the students are communicated to them. For any matter related to conduction of CIE or scores, students are free to approach the teacher to seek clarification regarding the same. A list of defaulters for attendance is given to the Parent-Teacher committee. The committee then notifies the parents via postal letters for meeting the respective teachers. Two such notifications are sent before the student is debarred from appearing in the semester examinations. At the end of the CIE, faculty meetings are held to appraise the performance of each student. A list of students with poor performance is forwarded to faculty in-charges for further discussion and action. In extreme circumstances, communication is done with the principal for advice and action.

Departments also communicate the performance of the ward to their parents during Parents meet organised atleast once every semester.

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

Response:

A subcommittee called Unfair Means and Examination Grievance under the Examination Committee headed by the Principal and includes members -Vice Principal, Coordinators of programmes and Senior Faculty members is established. The Principal calls for meeting on receiving a grievance. After checking the documents and collecting proof, the grievance is resolved immediately. In some cases the decision requires detailed inquiries which may require communication with the University and may take 7-10 days. The common grievances related to examinations are allocation of seat numbers, disbursement of hall tickets, discrepancies in the name or courses selected by the student. The student can ask for rechecking or reevaluation of answer sheets and even photocopies of answer sheets within a stipulated period of time for college exams as well as at the University after paying the necessary fees. Thus transparency and efficiency are assured in redressing grievances related to examinations.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE**Response:**

At the beginning of every semester, we prepare an academic calendar as per the university guidelines. The calendar includes the following information:

90 teaching days every semester and the semester term

Working days

Public holidays and vacations

Examination schedule

Schedule of activities such as Sports Day, College Annual Day, NSS Special Camp and so on.

The Academic calendar is prepared by IQAC after consulting all Heads of Departments. Specific schedules of various kinds of internal exams and submission dates for the internal assignments are given in the academic calendar. While planning internal assessments care is taken to see that they are scheduled at regular intervals giving time for students to be prepared for each internal assignment. Sufficient time is provided for the submission of assignments and projects. Care is also taken to see that the CIE schedule does not clash with festivals or other local events. The academic calendar is printed in the college diary and on the website. The notices regarding the same are circulated among students using social media. The schedules planned are adhered to unless there are unavoidable circumstances such as heavy rains or disruption in public transport which causes difficulty for teachers and students to attend college. In such cases, the CIE for that day is rescheduled to another suitable day.

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:

Since the college is affiliated to SNDTWU the curriculum followed is as prescribed by the university. The college offers degree programmes in Arts and Commerce (Grant in Aid) and self-financing programmes in Management Studies, Mass Media, Accountancy, Finance and Insurance as well as three Post-Graduate programmes. The total numbers of courses offered by the college are 394 courses under various programmes. The courses under each programme are designed to achieve the programme outcomes and programme specific outcomes. Course wise credits are planned by the Board of Studies for each programme and approved by the Academic Council of the University.

The course outcomes are printed on the syllabus prescribed by the University and are displayed on the college website with the complete syllabus. At the beginning of each semester, during departmental meetings, teachers are oriented about the course outcomes and discuss the different activities that can be scheduled towards the attainment of course outcomes. The department budget is planned accordingly. Newly inducted faculty members in the department are also oriented about the course and course outcomes. Students are oriented about the courses that they are undertaking in every semester with the course objectives and outcomes.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

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

Response:

Keeping in mind the mission and objectives of the institution the following measures are taken to attain the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO):

- a. During admission, the institution offers one-on-one counselling to students. The entry level marks of students are noted and based on the student's preferences, the faculty member guides the student to make a choice of the programme which would be to the learning advantage of the student.
- b. The Academic Calendar is prepared based on the planning of departmental activities, it also includes the schedules for the continuous formative evaluation and summative evaluations. The Departments plan and innovate on the continuous formative evaluation techniques.
- c. The progress of the learners are evaluated not just on their summative assessment scores but it also includes their levels of participation in class, performance in internal assessments, and participation in co and extra-curricular activities at intra and inter college events and competitions.
- d. The scores received by the students at the end of the semester facilitates calculations of pass percentage per course/ per programme.

e. The institution identifies academically advanced and weak learners based on overall performance of the learners to help the faculty members decide on the type and frequency of internal assignments to be assigned to the learner.

f. Faculty members meet every semester to discuss the performance of each student before finalizing the score- sheets.

g. The Departments keep a track of the progression of the learner into further education or employment.

h. Feedback received for interning Post Graduate students acts as an indicator to evaluate whether the student is able to apply knowledge in real life situations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 84.65

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

Response: 502

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

Response: 593

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

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: 1.46

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)

2017-18	2016-17	2015-16	2014-15	2013-14
1.00	0.46	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 6.52

3.1.2.1 Number of teachers recognised as research guides

Response: 3

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: 0.42

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

Response: 5

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

Response: 59

File Description	Document
Funding agency website URL	View Document

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:

- After the NAAC Cycle 2, we focused on encouraging students for employment and entrepreneurship. We started the Employability Skills Training Programme in 2016 and the placements of our students has shown an improvement in the last two years. Our students are talented in making home-made chocolates, small accessories, paper-bags, mehndi designs and manage these activities along with their studies. However, they need guidance and direction to turn their talent into an enterprise. For students coming from conservative families entrepreneurship would help them be economically independent without the need to venture out of home.
- The idea of helping and support students towards entrepreneurship was discussed in the Research committee, IQAC meetings and CDC meetings and based on the feedback it was decided that one step can be taken at a time. We can start with arranging lectures and motivating sessions for students and allocating space in college, free of charge to display and sell products made by students as well as alumni.
- Thus, the Institution set up a platform called 'Creations'. A number of activities in this direction were taken up such as arranging meetings for brain-storming, inviting MSME (Micro, small & Medium Enterprises) to conduct workshop on Entrepreneurship Awareness and calling budding entrepreneurs to speak to our students to inspire them. UGC Vocational Stream and Department of Home Economics (Nutrition and Meal Management) have Entrepreneurship development and Food Entrepreneurship as courses respectively in their syllabus. Students receive training through these courses too.
- Our current students and alumni have taken advantage of 'Creations' by booking the table space in the college foyer situated in the center of the college building and have sold products made by them. This has provided a platform to students to test the acceptability of their product and understand the process of preparing, costing and marketing their products by putting up posters advertising via social media and word by mouth publicity.
- In July to September 2017-18, the Commerce students organized a Food-Bazaar whereby a group of 5 students set up stalls every Wednesday to sell food products made by them. Students got firsthand experience on resource mobilization, pricing, marketing, advertising and profit-sharing.
- The Department of Home Economics (Nutrition and Meal Management) also take pre-orders and prepares healthy snacks, once every week as a part of their practical in every December/January. These students learn healthy recipes, costing, cooking for a large number, communication skills, marketing and labelling of their products. The students also undertake product development and think of new food products that can be made.
- Recently, in the year 2018-19, third year students of Mass Media, Home Economics and Sociology

and Economics students of Gujarati medium held a weekly bazaar and sold their products by putting up stalls in the college foyer.

File Description	Document
Any additional information	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

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	View Document
Any additional information	View Document

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	View Document
Any additional information	View Document

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: 3

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	2	1	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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: 1.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	22	12	21	13

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

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:

Extension Activities in Sensitising students

In alignment with the goals of Higher Education as envisaged in the National Policy of Higher Education Institutions, the college strives to provide students with varied opportunities for their holistic development and for sensitising them towards social issues. The extension activities carried out in the neighbourhood and in the community at large bear testimony to this.

Extension activities provide students the opportunity to widen their horizons by applying knowledge for societal good. Five departments and the NSS participate in extension activities thereby empowering our students by inculcating human values such as empathy, sharing, caring, helping, being inclusive, tolerant and realizing social and economic inequalities. It helps to develop qualities such as leadership, teamwork, communication and building rapport with a community. The extension activities bring forth students' talents, resourcefulness, management and organisational capabilities. Psychology students work for mental health while Home Economics (Nutrition and Meal Management) students spread awareness about health, nutrition and conduct demonstrations of low-cost nutritious recipes in the nearby communities. Sociology students participate in activities for the elderly population and Home Economics (Child care) students have established collaborations in the institutes for Children with Special Needs.

The NSS Unit of the College has adopted King's Circle Railway Station near our college, under the Swachhata Abhiyaan. 100 volunteers have been passionately working since 2014-2015 in cleaning and beautifying the railway station. The untiring efforts have also created environmental awareness in the commuters. While undertaking this activity, our students have been sensitized towards environmental issues of global warming, pollution control and created a desire in them to protect our environment. Activities like tree plantation drives undertaken regularly in nearby communities along with Railway station keeps imbuing in the students the value of the nature. In addition, NSS volunteers have taken up the responsibility of spreading awareness among the commuters related to gender sensitisation, women's

rights, voter's rights, education of the girl child, water and forest conservations and so on. Another important activity of NSS under Village Development Programme is adoption of Mammoli village in Thane district. A team of teachers and students visit the village every month to conduct activities for literacy and income generation for the villagers. These interactions have taught the students importance of sharing, enabling them to get a grasp and understanding of issues at grassroot level, helped them to learn to appreciate cultural and social differences.

Activities like collecting rakhis for the jawans and sending them to Indian border posts has served to teach students to value the services of our armed forces and to express gratitude and respect towards them.

Through extension activities the College has tried to "create prepared minds" which is considered as the ultimate goal of higher education and prepare young girls to play an active role in contributing to society. The various extension activities have thus provided students the opportunity to reflect on the critical, social, economic, cultural issues facing humanity, participate in nation building activities.

File Description	Document
Link for Additional Information	View Document

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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: 53

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	14	12	7	11

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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: 9.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
171	67	244	145	166

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

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: 108

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	27	18	19	16

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

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: 10

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)

2017-18	2016-17	2015-16	2014-15	2013-14
2	4	2	1	1

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

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 SMES Campus, known as Smt. Parameshwari Devi Gordhandas Garodia Educational Complex, consists of four buildings:

1. Smt. Maniben M. P. Shah Women's College of Arts and Commerce (MMPSC)
2. Dr. B. M. N. College of Home Science (BMNC)
3. Smt. Kamalaben Gambhirchand Shah Vidya Bhavan (KGSVB)
4. Smt. Vasantben Vadilal Shah Vidya Bhavan (VSVB), also known as the Annex building

Out of these four buildings, we use the entire MMPSC; the second, fourth, fifth and ninth floors of KGSVB; and, the third and fifth floors of VSVB.

Classrooms -: There are total 41 classrooms including 18 smart technology enabled Rooms

Laboratories :- There are total 10 laboratories which include the following -

1. **Psychology Laboratories** - 1 each one for the UG and PG sections on the 1st floor and on the 9th floor respectively. Both laboratories are supported with standard psychological tests and equipment and the UG laboratory is technology enabled one.
2. **Food Laboratory** - Well equipped with refrigerators, oven, microwave oven and gas stoves. This lab with ICT facility caters to the needs of young nutritionists in preparing and combining foods into nourishing meals.
3. **Computer laboratories** -: Smt. M.M.P. Shah Women's College of Arts & Commerce has 03 laboratories with 73 computers. The KGSVB building has 03 laboratories with 75 computers with LAN and Internet facility and an Internet Corner with 08 computers for the use of students and teachers.
4. A state of art **Language Lab** with network of 13 computers and Internet facility to improve English Language skills of the students.
5. **Video Editing and Sound Recording Studio Laboratory**: Apart from the audio video editing facilities, the studio laboratory also has 10 computers. The well-equipped studios not just cater to students who take up the courses offered by the department of Mass Media but also for various college activities.
6. **Audio Visual (AV) Room**: The institution has furnished air-conditioned and well-equipped audio video room. The AV room houses a digital podium and Wi-Fi facilities. The AV Room is smart technology enabled and is used to facilitate viewing of audio and video CDs/DVDs on a wide-range of subjects, Presentations, Guest Lectures.
7. **Library** :- G O Shah library is spread across an area of 5000 sq. ft. on the 3rd floor and well-equipped with texts and reference books, national and international journals and periodicals as well as electronic resources. It is split in to following functional areas reading, circulation, periodicals section and the technical processing areas. Library has dedicated user friendly website giving

details about the resources, services, rules, membership and e-resources.

8. **Academic Advancement Center (AAC):** Located in the MMPSC foyer the AAC is an initiative by the college to improve academic performance of the students.
9. Visanji Ravji **Auditorium** and Ravji Jivraj Changdaiwala **Hall** with a seating capacity of 282 and 400 respectively located in the KGSVB building are centrally air-conditioned facilities for holding seminars, workshops, orientation programmes and film shows.

File Description	Document
Link for Additional Information	View Document

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

Response:

- The NCC Unit of the college 5 Mah Girls Battalion and the NSS wing of the college have a room each as their office on the fourth floor and first floor, respectively of the MMPSC building.
- A well-equipped Gymnasium and a Physical Education Centre are on the ninth floor of the KGSVB.
- Students' Common Room in the VSVB building is used by students for conduction of extracurricular activities such as Yoga, Music or Dance.
- Training of students for various sports activities and self-defense is conducted in the small ground behind the college. For major sports events and extracurricular activities, we use the grounds of the GSB Sports Club, Amulakh Amichand High School and District Sports Office, Dharavi which are in close vicinity to our college. Practice sessions for sports competitions and cultural activities take place in the foyer, which is on the ground floor of the MMPSC building. The Sports Room is on the first floor of the MMPSC building to keep sports equipments and student records as well as costumes.
- **Students Council (SC):** SC is located on the ground floor and used for planning and executing all activities of the Students' Council. We also maintain records and materials required for activities in this room.
- **Hall:** Ravji Jivraj Changdaiwala Hall on the ground floor of the KGSV B building has a seating capacity of 400. Seminars, workshops, orientation programmes and film shows are organized there.
- **Audio Visual** room is also used for Seminars, workshops, orientation programmes and practice sessions of extracurricular activities like quizzes, presentations etc.

File Description	Document
Link for Additional Information	View Document

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

Response: 50**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 22

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response: 8.11****4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
7.00	5.25	4.75	7.50	7.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The library is partially automated using SLIM21 (System for Library Information and Management) a standard library management solution from Algorithms Consultants Pvt. Ltd, an ISO 9000: 2008 certified company. SLIM21 enables the library staff to take care of complete functionality necessary for automating libraries by way of - Basic Modules for day to day library management such as

- Cataloguing
- Circulation
- Serials Control
- Acquisition

- Web based OPAC

Supplementary to the basic modules, the library also added optional additional Modules such as Statistical Analysis, Libvizlog and DColl for better record maintenance and incorporating the non-print resources.

Presently all the basic areas of library except student circulation are managed using SLIM21 software.

Current Version – 3.6.0.31681

The library embarked upon its journey of automation in the year 1998 with the DOS based version of SLIM. The basic modules of SLIM were installed and the data entry of all books in the software was completed. The library kept pace with new technology and upgraded to Windows Operating system compatible SLIM21 version in 2006.

The new version also included bar-coding facility. The library bar-coded its entire collection soon, thus enabling computerized stock –taking procedures.

Simultaneously the library also entered in to annual maintenance contract with Algorithms Consultants Pvt. Ltd for ensuring continuous support and upgradation. The upgrades of SLIM21 are released every year and are available to the library as soon as released.

The library presently houses 2 laptops and 10 computers of which 5 are for library staff usage and 5 are for students and teachers.

File Description	Document
Link for Additional Information	View Document

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

Response:

The library has a rich collection of books in varied subjects offered by the institution. Special focus is on collection development in the areas of women related issues. The library also has a good collection of reference sources such as Encyclopaedias, Dictionaries and Biographical sources. Special reports relevant to the subjects offered by the institution and published by the Government of India, United Nations, etc are purchased by the library from time to time. The list of such value addition in last five years is attached.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 1.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
.22	.78	2.19	1.88	2.59

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 2.51**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 52

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Using budget from UGC XII Plan Developmental Grant and CPE Grant College has been continuously upgrading the IT facilities. Total 12 Laptops and 4 LCD projectors were purchased from XII Plan Grant, a total of 60 Desktops and 12 laptops were purchased under CPE Grant.

Through a CSR Grant received from SAS India Pvt. Ltd in the year 2014- 2015 and 2015-2016, 7 classrooms, 1 Psychology laboratory and AV room were converted into Wi-Fi enabled Smart Rooms with a laptop, Short Throw Projector, and sound system. Besides these facilities the Digital Podium was also installed in the AV Room.

Through the CPE Grant additional 10 Classrooms were converted into Smart Classrooms; 3 Laboratories were also upgraded into ICT enabled facilities.

The Principal, Vice-principal and sectional In-charges have been given Personal computers to carry out their daily activities.

- Administrative office staff at various locations have been given in all 19 computers for smooth functioning of the daily office routine.
- College has 32 laptops with various departments, committees and Smart classrooms for Presentations, Projects, Lectures and Research.
- The college Campus is fully Wi-Fi enabled. In the year 2016 we had a speed of 2 mbps which was later on upgraded to 25 mbps in the year 2017. The College has 2 servers and the administrative office, Library, smart classrooms and computer laboratories are interconnected through LAN.

- Library has total 10 computers including OPAC and Internet facility for students and teachers. In 2018-19, through the CPE Grant, 8 Computers and 2 laptops were purchased for upgrading the existing facilities. A hand-held scanner and a barcode reader were also added through the CPE grant.
- The Department of Mass Media has a Sound recording studio as well as a Video Editing studio for giving students hands-on experience of the same.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 9.32

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 20-35 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

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: 15.45

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)

2017-18	2016-17	2015-16	2014-15	2013-14
10.17	15.85	11.49	6.85	17.43

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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:

To utilize the infrastructure optimally, we take the following steps:

- We have common timetable for all degree programmes of the college which starts from 7.30 am to accommodate students of various sections for regular classes. In addition to regular classes, we use the classrooms for, value added courses such as Employability Skills Training Programme, Compulsory Computer Training Programme, Courses in Journalism, Translation, Modi script, training for Competitive Exams Life Skills Programme. In all the institution offers 20 value added courses.
- Classrooms are also used for conducting college and university examinations as per the requirement.
- The smart classrooms are available to the faculty as per requirement. A technical staff is appointed who looks exclusively into the issues pertaining to the smart classroom technology and use and maintenance of the equipment.
- The library is well equipped with learning resources and follows standard procedures for circulation of its resources to students and faculty. The library has convenient timing synchronized with the teaching hours. The membership is available by default to all enrolled students and faculty members. The library offers basic services such as acquisition, circulation, reference, library orientation to new students as well as specialized services such as electronic resources awareness sessions, information deployment and notification, bibliography compilation for encouraging and enhancing the use of library resources.

- The food and psychology laboratories are exclusively used by the respective faculty and students. Time slots for various practical are allotted in the time table.
- The AV room is also available to the faculty and students as per the need. There is a system of advance booking of the room in the diary maintained by the office.
- We organize talks, seminars, workshops and exhibitions in the AV Room, Auditorium and smart classrooms.
- The use of the Computer Laboratories is staggered to accommodate all the UG students for their compulsory computer training. Free time-slots are available for the use of computer laboratory; during these time-slots, UG and PG students do their project-work or reference-work on the computers. Faculty members also use the computers for their reading or research & student assessment work.
- On holidays and during vacations, we make the classrooms available for the Distance Education Department examinations. The university also conducts its Entrance Test in the college during vacations; some professional bodies like the Institute of Chartered Accountants, Indian Railways and various banks also rent the college classrooms for their examinations on holidays.
- The auditorium and the hall are rented out to private organizations and members of the society for cultural and social functions on days when they are not used by the college.
- The Audio-Video Recording and Editing Studios are also rented out for commercial use.
- The Lion's Club and Rotary Club rent out our auditorium or hall to hold their meetings.
- The Director's Room, on the ground floor of the MMPSC building, is used for meetings of the management. It is also used for staff as well as IQAC and CDC meetings.
- We hold chart displays, poster exhibitions and book exhibitions in the foyer. The foyer is also used for holding competitions, street plays and sale of items like rakhis and diyas made by mentally challenged children of Rehabilitation Centers, and the products are sold in the college to support the children.
- The foyer is also used for blood donation camps, college functions, and inter-college festivals like *Aakar*, and *Razzmataz*.
- We also hold talks, seminars, workshops and exhibitions in the AV Room, Auditorium and smart classrooms

Procedure for maintenance

- To maintain the facilities the college has an Annual Maintenance Contract with various service providers.

Sr. No.	SrServices	Agency	Period
1	Elevators	Otis Elevator Company Ltd.	Annual
2	ICT Infrastructure	Porwal Systems & Services	Annual
3	Air- Conditioners	Amol Air Cool Pvt. Ltd	Annual
4	Water Filters & Water Coolers	Amol Air Cool Pvt. Ltd	Annual
5	Cleaning of Computers	R.J. R. Brothers Services	3 times a month
6	Pest Control	Pest Care Services	Annual
7	Security	Guardex Protection Pvt. Ltd	Annual
8	SLIM 21 (ILMS) AMC	Algorithms Consultants	Annual

Pvt. Ltd.

- The regular cleanliness of the college premises including that of classrooms, offices, staffroom, corridors, foyer, toilets and the garden is allotted to the class IV employees. Management has appointed additional employees for cleaning since the building is big and number of students using the facilities is big.
- Carpenters appointed by the SMES repair and maintain the furniture of the college. This is a routine service, done according to urgency and importance of the job.
- The laboratories are maintained by the Peons/attendants, who also help in the annual stock taking of tools and furniture.
- Library attendants look after the cleanliness and general maintenance required in the library.
- Some Class IV employees, who are trained as electricians, look into the maintenance of routine electric work. If a renovation is required in the library, the library staffs discuss the idea with the principal and the members of the SMES. The proposal is accepted keeping in view its urgency and importance.
- In Mumbai, where our college is situated, we don't experience voltage fluctuations; however, we have a UPS device for the library server for data security. For water storage, we have a large underground storage tank. All the college-buildings have a terrace tank and pump-sets to ensure constant water supply.

File Description	Document
Any additional information	View Document

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: 0.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	13	11	13	12

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

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: 6.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
261	111	122	93	45

File Description	Document
Any additional information	View Document

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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: 30.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
820	905	91	790	162

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**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

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 9.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
110	65	22	20	8

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 11.63

5.2.2.1 Number of outgoing students progressing to higher education

Response: 57

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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: 37.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	2

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	4	5	1	4

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

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: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	0	7	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The Student Council of Smt. MMP Shah Women's College has been working with great zeal and conducting numerous student activities through the years with the objectives of- providing a platform to students to develop leadership skills, to learn the importance of team work and to learn to shoulder responsibilities. It also aims to enhance overall personality of the students up-scaling their creativity and making them more self- confident. Students get trained to handle challenging situations. Student Council facilitates Redressal of students' grievances.

A team of Class Representatives (CRs) representing every class is selected every year by their respective

teachers on the basis of the following criteria- hardworking, with good communication skills, has good rapport with classmates, responsible and with good academic record who are willing to contribute to organizing events such as literary, cultural and performing arts. The Council is headed by 3 Vice Presidents selected from the team of CRs by Student Council In-charge teachers.

The Student Council has been instrumental in the smooth conduct of the following programs in college round the year:

Arranging Leadership Training Camps for the Vice Presidents and Class representatives which have sessions on value education, team building and inter-personal relationships

Selection and training of students for the University's Regional and Final Interstate Yuva Mahotsav competitions. Arranging for coaches, choreographers and musicians for the training. Selection and training of students for the intercollegiate personality contest 'Ms Tejaswini' hosted by SNDTWU every year. Conducting the process for the selection of the Best Student of the college.

Arranging college events like Fresher's Party and Farewell Party, Annual day, Teachers' Day, Foundation day, Independence Day, Republic Day and Talent show celebrations. Students Council conducts inter-class competitions for students that help in the selection and preparation of students for Intercollegiate, State and National Level Competitions.

Besides, student representatives are members of the College Development Committee (CDC), Internal Complaints Committee, Library Committee, Scholarships and Freeships Committee, Admissions Committee and Magazine Committee. The Vice Presidents of the Student Council as CDC members actively participate in CDC meetings giving their suggestions and feedback to strengthen existing student support services. As part of the Earn while you Learn scheme, MA I Hindi students helped in the Hindi typing of the MA II students dissertations. Marathi students assisted a PhD scholar in data collection. In 2018-2019, MCom students have helped the college office in data entry and compilation. The College festivals Aakar and Razzmatazz are managed by students with the teacher's guidance. Students have arranged extension activities such as interning with NGOs, activities with Helpage India and Paper waste management. Every year two MA Counselling Psychology students intern with the Counselling Cell Samvedna and help to conduct workshops under the Life Skills programme. The Leo Club of MMP Shah College comprising of current students and alumni participate in the Swaccha Bharat internship, Government of India, and in all NSS activities.

File Description	Document
Link for Additional Information	View Document

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

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	15	12	14	9

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

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:

Since its inception in 2002, the Alumni Committee holds one meeting per year. The composition of the alumni committee includes, along with other members, two alumni who are currently working as faculty member in the institution.

The committee focuses on engaging the alumni through Departmental alumni meet. The alumni are invited; to interact with current students as resource persons, to judge events, grace college functions such as College Annual Day, Academic Prizes Function, Foundation Day, Teachers' Day and any other special event. The alumni also assist in internships and placements of students. In an endeavor to further strengthen our association with our Alumni, a dedicated section has been incorporated in the college magazine Vageeshwari- "Alumni Connect".

Academic: Alumni are invited as guest speakers to interact with current students in order to motivate and inspire them. Some examples are Dr. Poonam Patwa, Lecturer Wilson College, Department of Hindi, was invited to conduct lecture series for PG Hindi students and invited as a judge for student's seminar in the year 2017-2018. Ms. Pinky Lala, Creative Head with Essel Group, conducted a guest lecture for third year BAMB students on 'Ethics of Advertising' in the year 2013-2014. Ms. Poonam Dedhia, entrepreneur, was invited to speak to BA III students on "Careers in Foods" on 26/2/15. Ms. Poonam runs own cooking classes. Ms. Sajeda Ansari, Clinical Psychologist and Research Associate at New Horizons Child Development Center, was invited to conduct an intervention session for parents.

Social outreach: As Leo Club volunteers they participate in the NSS activities of the college.

Sponsorship of Fees: Ms. Ranjan Upadhyay and Ms. Vimal Zamaria sponsored the education of two students from the Department of Hindi in the year 2015-2016.

Placements- Placement Cell invited the alumni Ms. Isai Malar (B.Com), Ms. Sana (BMS), Ms. Chandani (BMS) and Ms. Neha (BA) to guide and motivate the BA, B.Com and BMS students for careers in corporate world in June 2013.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	3	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

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:

Vision: Empowerment of Women through Quality Education to make them Competent, Self-reliant and Responsible Homemakers, Professionals and Citizens

Mission: Education for a Living and for Making a Better Living

Since its inception Seva Mandal Education Society (SMES) has kept an unswerving focus on the empowerment of women students, keeping abreast with the changing needs of nation, society and technology. The parent body of the institution is constituted by eminent professionals and philanthropists. There is a strategic and beneficial balance between the member representation on the Management and the skills component of the members. Regular interactions with the various constituted committees results in transparent, inclusive and participatory governance. Strategies and deployment plans are discussed and reviewed at the Governing Council (GC), Local Managing Committee (LMC)*, College Development Committee and IQAC meetings. Based on the feedback received, appropriate action is taken.

The Principal heads all functional committees of the college, the executive head of the institution. Committees are constituted based on Government/University/NAAC/College specifications with a conscious effort to include all stakeholders. Periodic faculty meetings and need-based interactions with committees helps define purposeful plans and implement strategies. The decentralization at these multiple levels provides for a pro-active Principal-Faculty- Student engagement , fostering future leadership. The participation of faculty members in the attainment of the vision and mission of the institution is also established by this process. The Principal makes effective use of sub committees and advisory groups, creating effective channels of communication and reporting and thereby a positive and supportive working relationship between the management and the executive.

Effective leadership and engagement with stakeholders at multiple levels reinforces the culture of excellence. The institution practices an inclusive admission policy; we cater to women learners hailing from diverse socio-economic backgrounds. To make our students self-reliant and self-sufficient, institution has introduced various need and skill based, value-added courses. Since modern education demand highest level of technology the campus provides free WIFI facilities, AV Room, Interactive Smart Board Class Rooms and E-Learning to the students. A student centric, participatory teaching-learning- evaluation system is in place to ensure access to varied learning experiences. The institution provides ample opportunities for women learners for career opportunities and advancement through efforts of Placement cell. Co-curricular and extra-curricular activities are encouraged on campus to nurture talents, leadership, discipline, organisational capability and managing skills. Efforts are taken to foster harmonious relationships and sense of relatedness with society and the environment.

Thus the governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution.

*LMC has been reformed as CDC since 2017-2018, as per MAHARASHTRA ACT No. VI OF 2017 (First published, after having received the assent of the Governor in the “Maharashtra Government Gazette”, on the 11th January 2017).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution places emphasis on decentralized and participative management. The growth and expansion of the institution over 61 long years stands testimony to its emphasis on stakeholder involvement in the processes of strategy development and deployment. The process of conduction of Academic Audit is one example of this approach in our institute. The process has been designed to assess the quality of the academic process and review the optimum utilization of resources to enhance the teaching-learning experience.

In tune with the new NAAC Guidelines, it was necessary that every department of the college completes its audit process. The IQAC designed the audit forms based on inputs given by IQAC members. The form was later circulated to all faculty members for feedback. The suggestions were incorporated and the Internal Assessment forms were forwarded to Heads of Departments (2014-2015). The IQAC collected responses from departments over mail for the years 2014-2015 and 2015-2016. The process was reviewed by the IQAC and from the year 2016-2017, the process underwent modification. The forms were modified, a subcommittee of IQAC prepared a score sheet for assessment, a committee of reviewers were formed and a schedule for department interaction was set. The audit was conducted and the Principal held a staff meeting to share the results and initiate quality enhancement activities.

In the academic year 2017-2018, the process was further refined. IQAC, teaching and non-teaching staff members were orientated about the revised audit process. A revised score sheet and a customized questionnaire was prepared, which was then discussed with all faculty members and feedback from them was collected. Modifications were accordingly done after intervention from Principal and IQAC Coordinator. The Departmental Heads were then given responsibility of completing the audit forms with their departmental staff.

The review process took place as per schedules shared with departments. Thus, the Internal Academic Audit process is reflective of a decentralized and participative management. The institution has taken the next step in the audit process by introducing an External Academic Audit, which will be conducted once every two years. The first round for external academic audit for the years 2016-2017 and 2017-2018 has been completed successfully.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

One of the activities successfully implemented on the strategic planning of the institution was the grant of UGC *College with Potential for Excellence (CPE)* status to the institution.

Perspective Plan:

The NAAC peer team during its exit meeting of second cycle (21-08-2013), encouraged the institution to apply for the status of CPE. Post the visit the IQAC deliberated on the areas of quality enhancement in the institution for the next five years. The IQAC kept in mind the recommendations of the peer -team and the institutional future plans while preparing the proposal. The entire proposal was planned in order to strengthen the Institution and facilitate the process of becoming an autonomous institution.

The goal once set, the IQAC conducted several planning board meetings to arrive at a concrete proposal for applying for CPE status. The best performing departments were identified, an assessment of infrastructural requirements classified. Discussions with the then Officiating Principal followed, and based on feedback gathered during faculty interactions, and staff meetings, the final proposal with a detailed five-year implementation plan was prepared. The assistance of the all staff members were sought to compile requisite documents. The institution received its CPE status during the academic year 2016-2017.

Deployment:

The financial assistance once received, the institution under the guidance of the Principal started the implementation stage of the plan, based on the budget heads received from the UGC. Every purchase followed the standard procedure of procuring quotations from minimum three vendors. The vendors were called for demonstration of their products as sought fit by the institution. The management members were appraised of the plans at regular intervals. Their suggestions were well received and facilitated in finalizing purchases.

As a result, new value-added programmes were introduced utilising the amount sanctioned under Skill Development. Training Center for Competitive Examinations was started, concrete efforts to strengthen the sports activities were undertaken, international and national level conferences were planned, multiple student and faculty enrichment activities were taken up. An Academic Advancement Centre, 13 state-of-art Smart rooms and multipurpose labs were created. Departments and committees were given laptops to enhance their ICT usage. The Language Laboratory was set up to introduce course in effective communication skills. The Library infrastructure and resources were reinforced.

The CPE Advisory meeting was held on October 06, 2018. The Principal detailed the deployment of the funds received through a presentation. The UGC nominees were also taken on a tour of the campus to

verify the infrastructural augmentation achieved as a result of the CPE funds. Based on their close scrutiny of the various documents and physical infrastructure, they recommended to the UGC for subsequent fund release. The institution has almost completed the process of utilizing recurring funds for the current academic year.

Thus, the plan to apply for CPE status and the subsequent successful implementation of the plan is reflective of the institution's ability for preparing perspective plans and validate its implementation through well compiled and UGC verified deployment documents.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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 institution has expanded over a period of 61 years. The organizational structure has adapted itself to allow for decentralization, collective decision making and collective responsibility. This triarchial structure for governance and leadership combines the organizational models of Hierarchy, Heterarchy and Responsible Autonomy. The Governing Council, Managing Council follow a hierarchical structure. The different levels of authority are maintained and a chain of command is followed. During periodic meetings the councils are informed of the activities and plans of the institution, the information is assessed and decisions are percolated to the level of implementation. This system is active especially when dealing with finance and recruitment related matters.

The Library and the Non-Teaching structures also follow the same principle. But the institution modifies the approach by including members of the library and non-teaching staff in various committees. This gives a platform for the said staff to share their ideas and view-points for the better functioning of the institutional processes.

The administrative set-up organogram is reflective of a combination of hierarchical and heterarchical structure. This structure at multiple levels allows for multi-directional flow of information between various stakeholders. Meetings of various committees provide a healthy platform for brain-storming and risk management. The Principal, the CDC, faculty in-charges, course-coordinators function to provide guidance and leadership at certain levels and at other levels are part of the process of decision making.

The IQAC-KRA structure brings into the institution a vigorous system of responsible autonomy. The

IQAC functions as a quality initiator and audit unit. The KRA structure allows it to have an overview of all activities conducted in the institution. In this system each team leader and team member is a active participant in the quality initiatives. The interaction at multiple levels of the institution allows for a transparent work system, wherein grievances can be redressed effectively.

The triarchial structure helps the institution to have effective communication between all stakeholders. It promotes innovative leadership, gives better methods of managing employees. This decentralized approach of the institution allows for a holistic focus for developing and implementing plans. It is an inclusive system which promotes a healthy team-functioning, increases accountability of all stakeholders; allows for empowerment and leadership at varied levels and develops institutional bonding.

The seamless flow between the systems has helped the institution to make remarkable progress. The institution was adjudged “Best College (2017-2018)” by S.N.D.T. Women’s University, UGC has honoured it as a “College with Potential for Excellence”, and in its 2nd Accreditation cycle NAAC scored the institution with a 3.61/4 CGPA. Thus, the organizational environment of the institution can be described as inclusive and progressive.

File Description	Document
Link for Additional Information	View Document

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

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

Response:

The institution places emphasis on decentralized and participative management. The growth and expansion of the institution over 61 long years stands testimony to its emphasis on stakeholder involvement in the processes of strategy development and deployment. A case study of the institution's Placement Cell is reflective of this empowering strategy.

Since its inception the institution has endeavoured to fulfil its mission statement of "*Education for a Living and for making a Better Living*". During its periodic meetings the Placement Cell took cognizance of the increasing demand from corporates for job-ready workforce. Hence, post the NAAC second cycle (2013-14), the cell aligned itself to a focused, streamlined and systematic approach towards career readiness of students. The IQAC through its Key Result Areas (KRA) gave directional guidance to the cell for conducting its activities.

Based on a feedback given by IQAC external expert, the members of the Placement Cell, brainstormed during meetings and planned activities to strengthen the placement activities. It conducted a survey of final year students to understand the interest levels of students towards taking up careers. As a number of the students attending classes in the institution are first generation learners and coming from conservative families the response to the questionnaire was not encouraging. The cell members felt students need to be further motivated towards being self-reliant and competent. The Placement Cell took a Plan-Do-Check-Act (PDCA) approach to the issue at hand.

Plan:

Placement cell in collaboration with 'Samvedana' Counselling Centre organized a Career Fair on 14th March, 2015

Edu sharp administered a psychometric test- My Employability Test (MET) 2015-2016

Development

Career Fair in collaboration with **Energia Wellbeing** on 29th January, 2016

Lectures and Workshops conducted under SAS CSR Funded Training

Identifying key soft-skill development areas

Check

IQAC-KRA meetings and presentations for checking progress

College External Review & Evaluation Audit (CERE) in collaboration with Antarang Foundation and Adhyayan Foundation, 9th & 10th October 2017

“Evaluation of Program Effectiveness” questionnaire (2016-17)

Action

The institution conducts Employability Skills Training Programmes (ESTP). Institution has an established MOU with TechnoServe, a non-profit NGO, for conducting personal and professional effectiveness training and career counselling sessions for final year BAFI, BMS and B.Com Students. The institution also has a MoU with Antarang Foundation, NGO, for conducting “Career Ready” programme for final year Arts students.

Companies like ICICI Bank, ICICI Prudential, Kotak Bank, Endromeda, Sutherlands, Datamatics, Reliance Group, HDB Financials invited on campus to conduct interviews.

2 Career Fairs were conducted

Second year students are inducted as volunteers during the Career fairs

Guest lectures were held for students to create career related awareness.

Outcome:

As a result the institution has seen a rise in placement of students enrolled under ESTP . From 2 % in the year 2013-2014 to 29% in the year 2017-2018. Based on the encouraging statistics in the academic year 2018-2019 more collaborative activities with United Nations Development Program (UNDP) and Micro, Small and Medium Enterprise (MSME) – A Govt. of India Undertaking, has been initiated.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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 institution is discerning and sensitive to the needs of the teaching and non-teaching staff. The welfare measures can be categorized as under:

Financial:

- Free Medical check-up on campus
- Hospitalization at concessional rates at select hospitals
- Financial assistance in terms of Advance loan at 0% interest rate for Class IV employees
- Concession in fees for children of staff members
- Free counselling cell services to staff and wards
- Free medical consultation from on-campus doctor

Compassionate:

- The spouse or kin of the deceased employee is offered a job on campus as per the need.
- Teaching and non-teaching staff appointed on management pay scale are given special leaves in case of emergency and unusual circumstances.

Incentive:

- Financial assistance for participating in conferences, workshops and seminars
- Cash incentives for completing 10, 20, 30 years of service in the institution
- Recognition for awards and achievements of teaching staff
- Grant for minor research projects for teaching staff
- Recognition of Best Non-Teaching Employee with a certificate and trophy

Goodwill:

- Hosting lunch for the staff on International Women's Day
- Performance based increments for self-financed faculty members
- Uniform allowance for Class IV employees
- Accommodation for staff training trips

Thus, the institution has various effective welfare measures for its teaching and non-teaching staff.

File Description	Document
Any additional information	View Document

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: 33.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	19	18	10	7

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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: 13.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	21	17	11	6

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: 11.13

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	6	10	3	2

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has an annual performance appraisal of its teaching and non-teaching staff members.

Teaching Staff:

The faculty members fill out appraisal form towards the end of the academic year. The performa has been customized by the IQAC from SMES format . It is then forwarded to the reporting officer, namely heads of departments/coordinators/faculty in-charges. Once the reporting officer completes their assessment the form is forwarded to the reviewing officer, the Principal. The IQAC in coordination with the Principal charts out a schedule for one-on-one interaction with the Principal. During the interaction the Teacher Assessment Questionnaires analysis is also discussed with the faculty. The interactions aims at improving the communication between Principal and individual employees, the Principal also provides corrective instructions to promote effective job performance. The interaction also assists in planning the career growth of the individual faculty. The number of faculty members who have completed or are pursuing PhDs, the training sessions attended, increase in the number of research publications and presentations, innovations in learning experiences, over a period of five years, stand testimony to the efficacy of the appraisal system.

Non-Teaching Staff:

The non-teaching staff members fill out a state government mandated form annually. Apart from this the Principal also interacts with individual employees at regular intervals during the course of the academic year. Workshops and training both off and on campus and enables the Principal to assess team culture thereby creating a healthier work culture. These interactions also facilitate the staff in understanding their job profiles and the expectations thereof and also rapport building with the Principal. Principal gets opportunity to counsel and improve job performance of the employees. The process completes a cycle when Best non-teaching Employee of the Year is selected.

Thus the Performance Appraisal System in the institution for teaching and nonteaching staff is fully functional and effective.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution places a lot of importance on transparency in all financial matters. Robust check and action mechanisms are in place to ensure smooth financial interactions.

Internal Financial Audit

The institution has the advantage of having a Chartered Accountant as our Honorary Secretary. The management procures three quotations from any vendors, which are then placed for approval before the office bearers, who meet every Wednesday. If it is so decided the vendors are called on campus to give a demonstration of their products and only after the management, the Principal and the concerned staff is satisfied with the product, an order is placed. The accounts section of the institution maintains records of all financial transactions carried out. The management appointed Chartered Accountant who is our internal auditor functions to verify the accounts of the institutions on campus. After this check all accounts of the institution are sent to the management appointed external auditor. This is an annual process. But since the institution has also been recipient of UGC CPE Grants among others, it is mandatory to do external auditing for preparation of Utilisation Certificate. Any query or change suggested at any of the levels of audit are carried out by the accounts section of the institution before the documents are ready for government scrutiny.

External Financial Audit

The institution sends all audited statements to the UGC for further process and release of additional grants. Any query is directed by the Principal to the accounts section and based on the nature of the concern suitable action is taken. Likewise, all queries are directed to the concerned sections for suitable action.

Thus, the institution conducts internal audits on a regular basis. External audits are conducted on UGC/ Government timelines.

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:** 332.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
15.63	35.12	44.44	227.37	10.31

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

The institution has a clearly defined vision statement and an inspiring mission which have remained aligned to the cause of empowering women learners for the past 60 years. The office bearers and members of Seva Mandal Education Society (SMES), constantly endeavour to identify and associate with philanthropists who share their belief in women empowerment.

The institution engages the following strategies in the process of resource mobilization:

Identifying Resource Needs

The planning and development for the institution is made possible through the triarchial structure for governance. The institution identifies areas for progress and expansion during its various meetings wherein members engage in proactive discussions. The resources needed for the progress are then recorded to facilitate identification of the resource providers.

Identifying Resource Providers

The community standing of the SMES members and the institution's consistent performance and proactive actions towards the attainment of excellence expedites the identification of the resource providers. The institution apart from government and UGC funding also taps into its long-standing association with various philanthropists and agencies. Also, the institution strives to expand its relations through the involvement of the community and corporates in its various extra-curricular and co-curricular activities. The IQAC planned for resources through detailed proposals to the UGC for XII plan funds and CPE. The

IQAC collaborated with its sister institution and penned the proposal for the SMES-SAS CSR funds.

Effective Mechanism for Mobilization

The IQAC implements the plan of action to utilize the funds received under XII plan and CPE. A planning and implementation board was designed for optimal utilization of the CSR funds. Through the institution's long-term association with Lion's Club of Sion, Lion's Club of Bombay (Queensway), Lions Club International has led to the creation of an additional computer lab with corresponding infrastructure, water coolers, sanitary napkin dispensing unit, note books, to name a few.

Funds received through eminent philanthropists have been utilized for providing women learners with freship and scholarships. The SMES-SAS CSR funds has led to the creation of nine smart classrooms on campus, which along with utilization of CPE funding has led to the institution boasting of 22 smart rooms. The institution is among the first to be able to procure a digital podium for enhancing the learning experience. SMES received a magnanimous donation from the Garodia family and thereby the entire campus incorporates the name "Smt. Parameshwari Devi Gordhandas Garodia Educational Complex". The institution receives donations to upgrade infrastructure by donations for naming the campus and classrooms.

Identification of the mechanism to receive resources is backed by a vigorous accounting system. The institution conducts regular internal financial audits. The parent body brings out an annual audited statement of accounts. Three quotations are secured from vendors and after scrutiny from the management and presentations from vendors where required, the vendor is chosen. This is reflective of the transparency practised in the institution.

Thus, the effective management of resources has led to the incremental development of the institution, increased viability and institutional sustainability.

File Description	Document
Any additional information	View Document

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:

The Internal Quality Assurance Cell (IQAC) has been involved in quality enhancement activities of the institution. Through the operational structure and responsible autonomy provided by the IQAC-KRA framework it has been able to penetrate into all aspect of the institution. Among many practices institutionalized the practices described below have been chosen for serving on multiple parameters. The practices ensure one-point collection, compilation and analysis of data that was formerly widely dispersed. They address key aspects of the student-centric approach of the institution, the teaching-learning-evaluation process.

Practice 1: Online TAQ and feedback mechanism

One of the most important aspect of the TLE process is the feedback received from all stakeholders, which assists in planning and implementing quality in facilities and capacity enhancing parameters. The IQAC felt the need to collect online feedback as the task of collecting data and analysing huge quantities of data the through hardcopies of feedback forms was tedious and cumbersome. The IQAC designed an online TAQ forms using google forms (2015-2016), and prepared a schedule for administering the survey in a systemic way with the assistance of the computer instructors. The next academic year (2015-2016) the google forms were modified to include translations of the questions in Hindi, to cater to non-English medium students. TAQs since are collected through the online process and currently students are sent the relevant link over email/ other social media apps. One IQAC member is made in-charge for administering, analysing and presenting the analysis to the Principal for further review. The Principal presents the analysis during the one-on-one performance appraisal interactions scheduled at the end of the academic term. This process has thus been institutionalized. From 2017-2018 along with TAQs, feedback on various other institutional facilities, services and curriculum feedback are being administered online to gauge stakeholder satisfaction.

Practice 2: Online collection of department and committee data for preparing monthly reports

Information is gathered every month about the activities conducted by departments and various committees of the institution and to acknowledge the achievements of staff and students. The monthly reports are prepared and presented in the Governing Council meetings every month. The former way of gathering information was proving to be an arduous task with a manifold increase in departmental activities, participation of students and staff and quality enhancement programmes. The growth and development of the institution had to be matched with a convenient, resource preserving process. To expediate the process, the IQAC facilitated the Website and Reports Committee to take the entire process online. A template (google forms) was designed, approved by the Principal. The template is circulated among staff members on their email-ids. It is collated, proof-read and forwarded to the Seva Mandal Education Society office for further process.

Thus, these two institutionalized practices substantiate the significant contribution of the IQAC for assuring quality sustenance which is also in alignment with institutional initiatives for environment conservation. The institution is in the process of converting feedback mechanisms into online modes progressively.

File Description	Document
Link for Additional Information	View Document

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:**

The IQAC has been instrumental in motivating for innovations in the process. The IQAC has designed the Academic Plan Book for recording of day-to-day TLE activities and advised Departments to report year-

long activities as per NAAC criteria in the institutional magazine.

There is also multi-level review mechanism, which is carried out during the following process designed by the IQAC:

- Monthly checking of Academic Plan Book by Heads of Departments, faculty In-charges and Vice-Principal
- Internal Academic Audit
- Feedback collected by TAQs
- KRA Meetings
- Magazine Report

The suggestions and feedback gathered during these processes help the Principal, Vice-Principal, Heads of Department and IQAC to monitor performance and suggest corrective actions.

The institutional IQAC-KRA structure facilitates a Plan-Do-Check-Act (PDCA) cycle for its teaching learning evaluation processes among others. The two examples enumerated below have been chosen as they represent the acceptance and incorporation of two important principles in the TLE process, namely, confluence of information technology and traditional methods of teaching for pedagogical innovations and creating awareness for individual responsibility towards nation building.

Under KRA 2 “To integrate ICT tools in their routine Teaching, Learning and/or Evaluation regularly” and “Departments to identify social work component relevant to their curriculum and introduce the same” were identified and the teams set about achieving their classified short- and long-term goals.

Integrating ICT in TLE

The KRA-2 team functioned to encourage the departments to integrate ICT use in regular teaching, learning, evaluation process. Further interactions with the IQAC were held to ensure that the teachers receive ample ICT training and also training in interactive and SMART software usage. The IQAC enabled the strengthening of ICT infrastructure through setting up 22 Smart Classrooms, Wi-fi campus and laptops for departments. The KRA periodically reviews the usage of ICT.

Outcome:

Film and Documentary Screening & Discussions	
Power Point Presentations for Teaching and Evaluation	
Online Tests and Assignment Submission	
Use of multi-purpose lab for courses in Digital Marketing, Advance Tally with GST, Advance Excel	
Circulation of study material over email and apps	

Social Work Component

The KRA-2 team met Heads of Departments, as per a given schedule and asked them to review their syllabi and come up with possibilities of incorporating social work component. The teams held multiple meetings with the departments and assisted them in arriving at an activity that can be included. The Departments implemented the activity and the same was reported to the KRA team for review. The team was also reviewed for its activities by the IQAC and made presentation during IQAC-KRA meetings. As a result, the Departments of Psychology, Sociology, Home Economics, Foundation Courses and Management Studies have consistently and effectively conducted social extension activities.

File Description	Document
Any additional information	View Document

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

Response: 13.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	19	15	14	11

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

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**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

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 IQAC of the institution facilitates the creation of a quality based learner-centric environment. The IQAC functions to develop quality parameters, benchmarks and review mechanisms for the various academic and administrative activities. It also functions to suggest innovations in each NAAC prescribed criteria for quality enhancement. The activities of the five years post accreditation (2013) can be categorized into three heads:

1. Initiatives undertaken to fulfill recommendations of NAAC Peer Team
2. Activities undertaken to achieve institutional plans
3. Significant achievements received for initiatives to attain quality benchmarks

Initiatives undertaken to fulfill recommendations of NAAC Peer Team

- Designed and implemented the IQAC-KRA structure to involve the all activities of the institution
- The institution is a distance learning center for Mahatma Gandhi Antarrashtriya Hindi Vishwa Vidyalaya, a Central University located at Wardha
- NSS Unit and various departments have developed linkages for conducting its extension activities
- The Head of the Institution took up the task with rigour to start additional specialization in “Advanced Management , Accounting and Auditing” under Masters in Commerce
- Involved alumni on a regular basis, by inviting them for all functions, as guests, judges, resource persons. Parents are invited for interaction with faculty members by the Attendance Committee and

PTA. They are also invited for functions.

- Social work component through departmental extension activities have been introduced
- Introduction of skill component in teaching has been achieved through setting up of the Language lab and Multi-purpose Lab. Value added courses are conducted in these labs. Also the campus is now equipped with ICT-enabled classrooms to facilitate innovations in Teaching-Learning and Evaluation.
- MoUs with Technoserve and Antarang for conducting Employability Skills Training Programme has been signed. Training Centre for Competitive Examinations started in academic year 2018-2019.

Activities undertaken to achieve institutional plans

- Proposed for CPE Grant
- Proposed for grants under UGC XII Plan
- Proposed for funds under SMES-SAS CSR
- Started Academic Advancement Centre
- New programme BA Economics in English Medium has been started
- Enhanced security by installing CCTV cameras in classrooms and on campus
- Applied for Autonomous status
- Strengthen the review and feedback mechanisms
- IQAC has a stated Quality Policy
- IQAC streamline the Internal Academic Audit process
- IQAC -KRA have prepared Standard Operating Procedures(SOPs) for academic and administrative processes
- The examination process has been strengthened
- The Principal consented to conducted a CSRE audit
- Conducted Green Audit
- Regular participation in AISHE surveys
- Applied and received permanent Affiliation for various Self-Financed Courses
- IQAC has initiated various team building activities
- Various Value-added courses have been implemented

Significant achievements received for initiatives to attain quality benchmarks

- Received UGC “College with Potential for Excellence” status from April 01, 2016 to March 31, 2021
- Ranked 2nd by SNDT Women’s University, Mumbai, Maharashtra, CPE Scrutiny Committee
- Adjudged Best College (2017-2018) by its affiliating University, SNDT Women’s University, Mumbai, Maharashtra
- Received Autonomous status to be implemented from the academic year 2019-2020

File Description	Document
Any additional information	View Document

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: 36

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	8	12	6

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

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

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

Response:

a) Safety and Security

College takes initiatives for the safety measures of the students. College has appointed Mr Mahesh Navale as a karate trainer for students. For the last twelve years Mr. Navale has held approximately 120 sessions of karate, self-defence, and safety training programmes like fire-fighting, protection from theft and robbery and so on. Around 1400-1500 girls have been trained under these programmes.

Mr. Navale was appointed as a Campus Manager on July 1, 2018. He works with the help of two assistants and eight security guards. The motto of this team is student's safety and security. Today, students feel safer on the campus. Strict measures have been taken in the past to protect students from eve-teasers with the help of security guards and teachers.

Identity card is made compulsory for security purpose. Strangers are not allowed to enter into the college

premises without permission. Security guards at the main gate maintain a register to keep a record of all individuals visiting the college. Around ninety (90) closed circuit television cameras monitor the activities on the campus, primarily for surveillance and security purposes of the students.

b) Counselling Centre

Samvedana, the Counselling Centre, a part of the Department of Psychology, is committed to addressing various issues that students experience like personal, emotional, academic or career concerns. The centre was set up in 1996, and has been taken forward with sincere efforts by dedicated faculty members since then. Qualified psychologists, earlier part time and now full time, have been appointed to counsel students. Following services and activities are offered to students:

- Psychological assessment, individual, group and family counseling are available to students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, relationships, stress management and so on. Services like nutritional counseling and medical facilities are also provided. The counsellor conducts many interactive sessions to make students aware of the facility provided and to destigmatize mental health problems.
- Vocational assessment/guidance is provided to help them identify their skills, strengths and a suitable profession. The counsellor also points out weaknesses that can be enhanced or modified. Various workshops are conducted so that students can make informed decisions.
- Life skills programme was started for the students in the year 2008. Life skills are skills that are essential to deal with the challenges and demands of everyday life, on topics like Communication skills, Anger management, Academics Skills, Health and Nutrition, etc. to help in living a fulfilling and empowered life.
- Two interns from the Masters in Counselling Psychology Degree Course are placed in the Counseling Centre to give them an opportunity to inculcate a healthy work culture, allowing them to experience and gain an insight into the field of counseling and assessment. This prepares for their future as counseling psychologists.
- The Dept. of psychology and the Counselling Center celebrate Mental Health Week every year with various activities and events relating to the theme of the year, and have even found a mention in the World Mental Health Federation website. Mental Health Week activities are carried out by our undergraduate and postgraduate students of the Department of Psychology and various NGOs and organizations, where the students work.
- The Sunshine Corner, a wall magazine dedicated to human psychology related content, has also been maintained as an attempt to impart information, values and inspirational messages for students and teachers.

c) Common Room :

College provides a common room for girl students which has facilities like chairs, mirrors, washrooms, sanitary napkin vending machines for the students. For their recreational purpose, we have sports equipment like carom board and chess board.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 79300

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 31.36

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

Response: 15174

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 48390

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:**Waste Management**

Smt. MMP College of Arts and Commerce has contributed to the environment by undertaking various

waste management projects and workshops for five years. College has collaborated with Stree Mukti Sanghatna, an NGO working for women's empowerment. They give us recycled paper worth 60% value of the paper waste donated to them. Electronic waste like old wall clocks, computer hardware are also donated to Stree Mukti Sanghatna. We have separate garbage bins for wet waste and dry waste. Of these, the wet waste is collected by the municipality every morning, and dry waste is collected by Stree Mukti Sanghatna every alternate day.

In 2017, India Development Foundation, another non-profit based in Mumbai, collected waste paper, tickets, paper bags, old newspapers, books, magazines donated by the college staff and students. A representative of the NGO visits college every Friday to collect dry paper-waste. This noble cause helped us save one tree for every 50 kg paper collected. This exercise was carried out in January, February and March, 2017.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

We do not have rainwater harvesting system as space constraint makes it impossible to set it up on the campus. Our college building is in the heart of mega-city Mumbai, where availability of space dictates many of our choices for providing facilities to students. Water-harvesting for the institution will be worth the efforts if we can have a large underground reservoir—as in situ collection in the urban area is not viable, and collection in a plastic tank would be fruitless. With scant open ground available after raising new constructions to accommodate growing number of students, rain water harvesting is not feasible. Besides, college remains closed during the summer months that might experience negligible water scarcity. Due to these reasons, we have not opted for rain-water harvesting.

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:

More than 50% of our staff uses public transport like suburban railways or bus service, whereas more than 80% students use the public transport. As many as three suburban railway stations are close to our college, making it easy for the staff and students to use public transport. A few students walk down to college as they live in the vicinity. The use of private vehicles is rare among students. Although the college is on a main road, full of heavy utility vehicles and speeding cars, wide sidewalks on both the sides give ample space to pedestrians. Two traffic signals nearby the college provide enough security to students, encouraging students to walk down to the nearby railway stations.

We extensively use emails and phone-based messaging services to communicate routine notices. The office is fully computerised and entire college is covered by a WiFi network. This makes printing and photocopying inessential. Right from study material to official notices are easily communicated without paper use. We are also in the process of buying a software that would make the office paperless.

As many as sixty-one fully grown trees, most of them Ashok, and numerous saplings dot the 1.144 acres of the campus. The green canopy keeps the campus shaded and cool.

The NSS Unit of Smt. Maniben M P Shah women's College organizes Tree Plantation Drive every year. The objectives of this initiative are as follows:

On the occasion of **World Environment day**, College's N.S.S unit organized the "**Tree Plantation Drive**" on 25th June 2015, in association with Lions Club of Sion. 30 volunteers were addressed about the importance of trees.

To spread the awareness about tree plantation, in 2015 the College's N.S.S unit organized a "**Tree Plantation Drive**" on 4th August, in association with Lions club of Sion. Inspired by the plantation drive, volunteers came forward and took 30 trees, so that they can plant them in their neighbourhood.

In 2016, on the occasion of **Van Mahotsav**, the College's N.S.S unit organized a **Tree Plantation Drive** on 1st July 2016 in association with BMC F/North ward and ManavEkta Mission & Satsang Foundation.

The same day Government of Maharashtra had also organized the Van Mahotsav at Mahim Nature Park. Our 5 N.S.S Volunteers and 1 Programme Officer also participated in the tree plantation drive. More than 110 trees were planted at 5 places.

On 09th August 2016 Lions club of Sion sponsored saplings and umbrellas for 30 needy N.S.S. volunteers. The volunteers planted the saplings in their neighbourhood and they also took an oath to take care of the plants.

On 27th August 2016, 25 NSS volunteers and 1 programme officers participated in "**My Tree Initiative Programme**" launched by **My Tree – Mumbai** at Maharashtra Nature Park Sion.

File Description	Document
Any additional information	View Document

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

Response: 0.1

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.00600	0.002460	0.005425	0.34605

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	2	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	4	2	5

File Description	Document
Report of the event	View Document

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	
File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document
7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document
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	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document
7.1.15 The institution offers a course on Human Values and professional ethics	
Response: No	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	4	7	3

File Description

Document

List of activities conducted for promotion of universal values

[View Document](#)

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

Response:

7.1.18

On the occasions of birth or death anniversaries of great personalities, we organise competitions like essay writing, quiz, elocution and chart making. A display of posters about the ideas of the great personalities is held in classes and foyers. Mostly these posters are made by students, but sometimes they are made of newspaper cuttings, too.

Often, institutions and NGOs contact us to hold programmes that would spread awareness about a nationalist leader. Vivekanand Kendra has held essay writing competitions about Gandhi in Africa and My Favourite Leader of Post-Independence India in 2013-14. In 2014-15, NSS unit held a Peace Rally to spread ideas of non-violence. This was followed by a poster exhibition on Life of Mahatma. On October 31, 2015, (Mrs. Indira Gandhi's death anniversary) our students participated in 'Run for Unity', a mini-marathon for the youth. Shree Babasaheb Ambedkar's birth anniversary is celebrated every year with recitation of poems about him also poems written by dalit writers. Students also make dramatic presentations about Babasaheb's life.

Marathi Department observes February 27, birth anniversary of V. V. Shirvadkar, as Marathi Bhasha Divas. Shirvadkar was a Jnanpith Award winning writer. On this day, students recite poems, competitions are held and often, an academic or a writer is invited to speak on literary topics.

Former president Abdul Kalam's birthday has been commemorated as 'Vaachan Din', where book-reading sessions in various languages, book discussions and talks on the importance of books, ideas and reading are held every year. This activity gave birth to 'Vaachan Kattaa' a monthly reading session to the non-teaching staff by our librarian. In 2015-16, the librarian conducted about eighteen sessions of reading out literature to the non-teaching staff.

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

Response:

We conduct internal academic audit every year. An external academic audit, where experts from the field of education visit the college for document inspection every alternate year. They check the documents about the activities conducted and quiz faculty members about the relevance and outcome of academic activities. College website informs about the administrative hierarchy.

An internal auditor is on duty twice a week to solve accounts related issues and any other technical problems like drafting appointment letters or responding to documented complaints by employees. We are also associated with an external chartered-accountancy firm, to which we regularly send files for auditing. Government's auditing team also visits the college periodically. All our institutional records can be accessed through RTI.

The college website offers information about statutory committees, non-statutory committees, programmes offered by the college and faculty members. It also offers forms to secure a leaving certificate, bonafide certificate and the application form for free-ships/scholarships.

7.2 Best Practices

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

Response:

BEST PRACTICE I:

ADOPTING KING'S CIRCLE RAILWAY STATION

Objective:

To make a significant contribution to Prime Minister Shree Narendra Modi's 'Swaccha Bharat Abhiyaan',

we decided to take up a project that would impact the daily lives of the neighbourhood community. We chose King's Circle train station of Mumbai Suburban Railways, as premises that we could clean up and make it beautiful. This is our contribution to alter the reviled Indian habit of abusing public places.

Context:

King's Circle is a nearby station, used by a number of our students and faculty members daily. Like any other railway station, it was a dirty stinking place six years ago. We felt that we must take action to change the condition and be involved in keeping the station clean and beautiful for many years. Since the task was demanding, we collaborated with Karmayogi Pratishtan, an NGO, and Leo Club (Sion), over and above the administrators of the station. This contributed to exploring different ideas and also in funding for beautification.

The Practice:

Our students and teachers began working on this Best Practice during the NSS camp held over Christmas break 2014. About sixty (60) students cleaned the station premises from 9.00 am to 1.30 pm. Over seven days, they scraped and painted the surrounding walls and staircases leading to the railway station. This beautification drive has become an annual feature now, building a strong, fruitful relationship between our college and King's Circle station's environs.

To reinforce the habit of maintaining cleanliness of the railway station that the commuters used daily, we thought of ways to engage the passengers who used and abused the premises. Our students organised a signature campaign, in which they took commuters signature under a promissory statement to keep the station premises clean by not littering or spitting. This accompanies oath-taking, too. The commuters are made to make a one statement declaration like 'I promise to keep the King's Circle Station clean'. Our students and staff often hold skits, banner display and anti-spitting drive to convey the health benefits of cleanliness. These performances are commonly held on the railway platforms or at its entry/exit. Such performances have received enthusiastic response from lay commuters.

In 2018, when a Lion's Club (Sion) took the challenge to clean and beautify the area between the King's Circle Station and Matunga Police Station. They donated around Rs. 5 lakh to convert the wasteland into a garden. Then, too, college students zealously lent a hand to paint the walls, gates and staircase; they painted the public wall to make it look beautiful; and, eventually, they did gardening work of shovelling earth, preparing plant-beds and sowing seeds.

Evidence of Success:

As a result of these regular cleanliness drives, King's Circle Station and its station master, Mr. N. K. Sinha, have received a number of awards from Divisional Railway Manager (DRM) for three years consecutively in 2016, 2017 and 2018. Mr. Sinha has also received Good Job Certificate from Consumer Welfare Association, Mumbai. Recognising college's contribution, the King's Circle Railway Station has twice felicitated the college and the NSS unit. In addition, students and their family members have become more aware of their responsibility towards public places.

Challenges:

This work is an ongoing task as a large number of people pass through a public place like railway station.

It demands regular work and attention.

BEST PRACTICE II

MAKING A DIFFERENCE (MAD)

Objective:

Members of the Lion's Club (Sion), with whom our college has long collaborated for welfare works, felt that they must bring a 180 degree change in the lives of students by improving their health, their educational experience and their career prospects. With this intention, we initiated the practice of Making a Difference.

Context:

A large number of our students belong to the lower strata of society, not receiving nutritious food to keep them healthy. (The poor financial status of our students become evident in the fact that one-third of total number of students apply for financial assistance in paying fees.) Malnourished young adult females is a shame of a society, as within a few years, these students will join the workforce and also start a family. In addition, the college also lacked in access to educational technology like flawless internet connection, projectors and smart boards, not to mention training in soft-skills that would make students job ready. We decided to attend to these requirements.

The Practice:

Making a Difference (MAD), a wide ranging programme for the benefit of our students, began in 2014. Under this programme, Lion's Club plays an active and direct role in bringing a change in the students' lives.

The first step in this direction was to provide healthy food to the students. With this aim, we initiated Mutthi Anaj Daan programme, which have been in practice since 2014. Every year, we identify 250 students belonging to economically weaker sections, who need help for a better living. With the help of Lion's Club, these students are given five kilograms (5 Kg) rice grain and two kilogram (2 Kg) lentil on the first Saturday of every month. These sources of carbohydrates and protein are purchased by the Lion's Club from whole-sale grain merchants.

Every month, on the day of Mutthi Anaj Daan, about fifteen member of the Lion's Club (Sion) attend the function, in the presence of an eminent chief guest. After one such programme, Mr. Srinivas Rao, Head of HR Department of Statistical Analytics System (SAS) India Pvt Ltd., decided to do a little more for the students than just providing food to sustain them. Mr. Rao rightly decided to intervene in the education of the students by making a donation of Rs. 53 lakh to the management to buy equipment like projectors, smart boards and laptops to make technologically sophisticated smart classrooms. With the help of this amount, today nine (09) classes have facilities of smart classrooms, and soon, with the additional donation of Rs. 17 lakh from Mr. Rao, a few other classrooms would also get an upgrade.

Students face a variety of health issues today, which can be prevented, if detected in advance. Considering this, Lion's Club held health check-up camps for Thalassemia, Rubella and CBC blood test for students. Students also receive medical advice on the basis of the test result.

SAS also plans to conduct coaching for soft skill training for students, so that trained students can be later placed in industries. This proposal is under consideration. Thus, MAD (Making a Difference) has an impact on students' daily needs, health, education and career prospects, actually bringing a gradual change in their lives.

Evidence of Success:

This donation of grains plays an important role in the food habits of poor students. Besides, the students who bring grains at home also earn respect from family members; beneficiary students also became more regular in college due to a stronger bond with the institution.

Impressed by the success of the programme, a few staff members have donated to the Mutthi Anaj Dan programme; similarly, Prachi Mehta, a former student, who had benefited from the programme has herself given 5 kg rice and 2 kg lentils once to one student as a token of gratitude. Most teachers use smart classrooms now, widely utilising web-based resources like YouTube, Ted Talk, educational software and documentary films.

Challenges:

We want Making a Difference (MAD) to cover training and placement of students, too. This, however, has not materialised yet as college has space constraint. Moreover, it is also an embarrassment of the riches for students, for a number of activities go on for students. At present, training and placement have been taken care of by

File Description	Document
Any additional information	View Document

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:

“Empowerment of women through quality education to make them competent, self-reliant and responsible homemakers, professionals and citizens.” – Vision Statement

Our college's vision statement clearly defines qualities that we want to inculcate in our students: women who become able, independent and accountable in every aspect of life. In the last five years, we chose to focus on one sphere to bring about a marked improvement—that of enhancing students' professional competence and providing them opportunities in the job market.

A survey of our student community informed us that a lack of communication skills, ignorance about the opportunities available, misplaced aspirations and family backgrounds were the major reasons why our students could not find meaningful employment. To these, other indirect factors like absence of role

models within family and rigid thinking that did not see girls as earning members, too, were added. We decided to address these issues over time. We also conducted My Employability Test (MET) to evaluate various abilities like verbal and logical reasoning, numerical ability, non-verbal reasoning and data interpretation. The result of the test given by 221 students suggested that our students lacked mostly verbal/communication skills.

We realised that today's job market requires soft skills that go beyond the syllabus taught in closed classrooms. Today, every student, whether trained to be an accountant or psychologist, requires good communication skills, computer software application, ability to manage time and handle stress. Most students require proper training in these areas to succeed in life.

The first step towards this was to set up Academic Advancement Centre (AAC) in 2016, which began by taking Learning Level Tests for various classes in English, general knowledge and basic mathematics. Then, the centre conducted a Personal Enrichment Programme for 44 students; this course taught interpersonal skills, social skills and communication skills. Next was Academic Enrichment Programme for 38 students, which taught effective study techniques, time and stress management skills, memory and concentration improvement. Over and above this, in 2016-17, AAC conducted workshops on self-motivation, online trading and effective communication. In 2017-18, AAC collaborated with Edubridge Private Limited to impart communication skills training to more than 150 students of the first year (BAFI and FYBA). For ninety-five SYBCom AFI students, a separate communication skills training was conducted in 26 sessions.

Noticing a gap in students' knowledge of English, in 2018, we invested in developing a Language Laboratory. This Language Lab has computers installed with Digital Linguistic Mentor, a software that focuses on teaching listening and speaking skills in English. With hundreds of pre-recorded stories, monologues, dialogues and words, our Language Lab is one of the best programmes using information and communication technology for education. The most important module in the DLM software is of audio recording of hundreds of English words. After listening to the pre-recorded pronunciations, students can repeat the words and check how close they are to the professionally recorded pronunciations.

In the last five years, college has introduced twenty (20) value-added courses like Sports Psychology (Psychology Department), Reading and Writing Modi Script (Marathi Department), Translating from English to Hindi (Hindi Department), Advanced Tally, Digital Marketing, Advanced Excel and GST (BCom AFI and MCom), Basic Photography (BMM) and Backpack to Briefcase (BMS) and so on. These courses add significant skills component to the academic degree students have registered for.

Young students suffer because they are often emotionally fragile and lack support to handle emotional disturbances that result from personal problems. Samvedana, our counselling centre, played a vital role in improving students' chances of career success by conducting workshops on self-esteem, self-acceptance, anger management and dealing with negativity. Many of our students face harsh circumstances at home: cramped housing, flooded houses during monsoon, father facing unemployment, invalid mothers, burden of household chores and so on. We often have to lend support to our students in ways beyond just educational guidance. Some students, largely due to the presence of the social media, wallow in regret, grief and jealousy. Hence, college Counselling Cell focuses on self-acceptance, an attitude that helps us evade unhealthy comparisons with others. The college counsellor also conducts special sessions on study skills and goal planning for the final year students.

With all these preparations our Placement Cell collaborated with non-profits like Antarang and

TechnoServe, who select students for training and then send trained students to job fares, thus creating a connect between the campus and the corporate. Their training included writing application letters, preparing a bio-data, interview skills and familiarisation with the job market. Added to these were regular parents-teachers meetings to educate parents about the importance of sending their daughters for a job. In addition, we have been holding workshops and talks about entrepreneurship, motivation and job opportunities in various sectors.

During our efforts to prepare students to join employment, when we asked them about reasons to do a job, many of them touchingly replied that they wanted to help their parents in paying house rent, buy medicines for a bedridden family member or pay fees for a younger sibling.

The result of these efforts are tangible and impressive. In 2017-18, out of all the students who opted to be trained by TechnoServe, 72% were placed in various capacities such as junior accountant, audit assistant, cashier, logistic executive, cabin crew or help desk manager. The companies that hired our students include Kotak Mahindra Bank, Lumina Datamatics, Prodata, Ross Warner HR and so on. National Centre for Quality Management (NCQM) awarded us Best Educational Quality Enhancement Team (BEQET) award in February 2019 for this single minded approach of preparing students for the job market and find employment for them.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

The college attracts women students from conservative family background who would have otherwise been deprived of higher education. College has taken concrete efforts towards making such students self-sufficient and ready to face challenges of the day to day life successfully. The focus has been to offer skill based and need based courses besides regular curriculum, to enhance the employability potential of our students. Sustained endeavours in this direction have culminated in the college receiving the Best College Award for the year 2017-18 on the 102nd Foundation Day of SNTD Women's University.

Concluding Remarks :

The history of our college is a record of changing status of women in society. From a college that once catered to women living in the neighbourhood and opting for education in regional languages, we changed to an institute offering courses in English.

Over time, the students demanded more than a degree in Arts or Commerce, their choices shifting to professional courses that could fetch jobs, and to post-graduate courses that required more cerebral training. In this change, we can clearly see the influence of culturally liberal thinking that made women bolder and also of economic liberalisation that showed its complete effect in the first decade of the twenty-first century.

Even today, we educate those girl-students who opt to study in spite of cultural barriers. Without exaggeration, we claim that for these students, our institute is the only recourse to educate themselves. Now, the demographics of our college typically reflects the paradox our country is known for. We still have students who seek a degree certificate as an upgrade to their social profile. On the other hand, however, the number of students who want to contribute to national economy and be empowered by the self-earned greenback is increasing day by day. Although most of our girl-students belong to the lower strata of society, they aspire to learn, earn and join the consumer class. Their desire to live fulfilled lives prove to be an irrepressible driving force that compels us to grow, to innovate and to excel. Our college is truly engaged in empowering women and thus strengthening the core of society.

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>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	1	2	2	1	2017-18	2016-17	2015-16	2014-15	2013-14	8	1	1	2	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	1	2	2	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	1	1	2	1																	
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 09</p> <p>Answer after DVV Verification: 04</p> <p>Remark : Revised as per certificates available</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>2</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Only National, International level from Government, recognised bodies considered</p>	2017-18	2016-17	2015-16	2014-15	2013-14	3	4	2	3	3	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	4	2	3	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
4.2.3	Does the institution have the following:																				

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

Answer before DVV Verification : A. Any 4 of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : Revised as per supporting document

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

Answer before DVV Verification : B. Any 6 of the above
 Answer After DVV Verification: E. 3 or less of the above
 Remark : The links are only printouts and are not enhancement schemes in college

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	14	11	10	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	15	12	14	9

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:

2017-18	2016-17	2015-16	2014-15	2013-14
11	19	15	14	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	19	15	14	11

Remark : Only brochures provided

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:

2017-18	2016-17	2015-16	2014-15	2013-14
10	8	8	19	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	8	12	6

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.23000	00.00600	0.002460	0.005425	0.34605

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	0.00600	0.002460	0.005425	0.34605

7.1.10 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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	0	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	2	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	4	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	8	4	2	5

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations