



## Criteria-Wise Inputs

### CRITERION I: CURRICULAR ASPECTS

#### 1.1 Curriculum Planning and Implementation

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

**Our Vision:**

- *Saa Vidya Ya Vimuktaye* (Knowledge is that which liberates)

**Our Mission:**

- Empowerment Of Women Through Access To Higher Education

**Our Goals:**

- To facilitate acquisition of knowledge and skills
- To encourage holistic development of staff and students
- To create value oriented and socially responsible citizens
- To enable economic independence

The Vision, Mission and the objectives of the institution are communicated by displaying them in the Main Foyer of the College premises and on the College Website. They have been printed in the College Diary, *Srishti*– the College Magazine, *Research Horizons* – the Research Journal, Alumni Directory and College Prospectus.

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

The college has undertaken the following action plan for effective implementation of the curriculum:

- **Departmental Meetings:** The departmental meetings are held in the month of April to plan for the next academic year for various academic activities such as guest lectures, visits, seminars and training programmes for effective implementation of the curriculum. The Departmental Plans are submitted to the Supervisor.
  - **Academic Calendar:** An Academic Calendar is prepared. Important information regarding the dates of Semester-end Exams, Open House for students and parents, extra-curricular and co-curricular events, vacation dates and holiday list are given. It is also put up on the Staff Notice Board for ready referral.
  - **Personal Productivity Log (PPL):** Each Faculty Member is provided a PPL on the first day of the academic year. The PPL includes
    - Teaching Plan Formats – Each faculty member prepares an individual teaching plan for both the semesters.
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- Academic Calendar
- The PPL is checked by the Principal at the end of each academic year.
- **College Prospectus:** All the information regarding the library, co-curricular activities, and students' welfare, code of conduct, attendance rules, examination patterns and rules are included in the College prospectus given to students at the time of admission.
- **Orientation Programme:** The College organizes an orientation programme for the new batch of students and parents at the beginning of the academic year wherein they are familiarized with the Rules and Regulations of the course selected by them. Information regarding Library facilities, Examination Pattern, Students' Council, Sports, Welfare Activities and Support Services etc. are also given to the students and parents.
- **Student's Diary:** Academic Calendar, list of holidays and other details are given in the student's diary.
- **College Website:** The examination dates are regularly updated on the college website.
- **Notice Board and Public address system:** Important Information is displayed on the notice board and announced through the public address system.

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

The University decides the syllabus with respective Statutory Boards and it is communicated to the affiliated colleges.

The support received by the teachers from the College and University is as follows:

**Table 1.1 Assistance to Teachers by Institution and University**

Assistance by College	Assistance by SNTWU
<ul style="list-style-type: none"><li>● Study plans are prepared on the basis of the syllabus</li><li>● Representation of teachers in BOS, Academic Council, 32 (5) Committees</li><li>● Teachers attend Orientation and Refresher courses which enhances their knowledge and skills</li><li>● Technology and other resources are made available to teachers for effectively teaching the curriculum.</li></ul>	<ul style="list-style-type: none"><li>● Regular intimations about examination reforms</li><li>● Subject/Curriculum related meetings / Round Tables</li><li>● Workshops on Question Bank</li><li>● Meetings for Syllabus Revision</li><li>● ICT Training to the faculty members</li></ul>

**1.1.4 Specify the initiatives taken up or contribution made by the institution for the effective curriculum delivery and transaction on**



**the Curriculum provided by the affiliating University or other statutory agency.**

The members and the Head of the Departments manage effective curriculum delivery and transaction through:

For Teachers	For Students
<ul style="list-style-type: none"> <li>Allotment of papers, number of lectures and time table in the beginning of the academic year</li> <li>Teachers' participation in workshops on Question Bank organised by other colleges.</li> <li>Organising State, National and International seminars, conferences, workshops on curriculum based subjects</li> <li>Collecting Students' feedback at the end of the year to evaluate the teaching effectiveness of the Faculty Members</li> </ul>	<ul style="list-style-type: none"> <li>Guest Lectures, Workshops, Seminars, Demonstrations, Research Competition for students.</li> <li>Industrial and field visits for students</li> <li>Internships</li> <li>Remedial classes for weak students</li> </ul>

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

The college interacts and networks in the following manner:

- Industries :**
  - MOUs have been signed with:**
    - ABACUS – Distribution System Pvt. Ltd, Mumbai from 1<sup>st</sup> January 2014 for three years to conduct training in Computer Reservation Systems for students of B.Com. studying Travel and Tourism.
    - Marico Industries Limited from the year 2013 to 2016 to conduct sessions for students on awareness and capacity building in the area of Food and Nutrition.

**ii. Linkages have been established with Industries. To name a few:**

Industries	Purposes
ITC Maratha, Mumbai	Training for Food and Nutrition students
Vijaya Bank	Sponsorships
Powernation Academy, Life Insurance Corporation of India, ICICI Bank, Axis Bank, Mumbai International Airport, TCS, HDFC Standard Life, Indigo Airlines	Recruitment Drives for students towards the end of the academic programmes opted by the students

- Research Bodies :**
  - Department of Gujarati has signed an MOU with Balvant Parekh Centre for General Semantics and other Human Sciences to conduct educational and research activities and to exchange



facilities of institutional libraries and resource persons from April 2014 onwards for 3 years.

- E-social sciences, a research portal based in Mumbai for the online administration of the research journal of the college *Research Horizons*.
- **Educational Institutions and Colleges: MOUs were signed by our College Departments with the following institutions:**
  - Department of Economics with M.M.P. Shah College of Arts and Commerce, Matunga, Mumbai (affiliated to SNTDWU) in August 2013 for Faculty and Student Exchange Programme to conduct academic activities.
  - Department of English with SNTD College of Arts and Commerce (conducted College of SNTDWU) in July 2014 for teachers and students exchange programme.
  - Post- Graduate Department of Commerce with the Department of Master of Human Resources Management, N.S. Patel Arts College, Vallabh Vidyanagar (affiliated to Sardar Patel University), Gujarat in July 2014 for faculty and student exchange programme to conduct academic sessions and visits.
- **Non-Government Organizations:**
  - AVITOKO, a social cultural organization for providing training in theatre and other soft skills to the students of English, Hindi and Gujarati subjects. (October 2014 – 2017)
  - The Departments of Psychology and Sociology have signed an MOU with Chetak Trust for conducting life skills, perspective building programme and visits to the area ward offices, public hospitals and police stations for students. (August 2014 to March 2015)
  - Department of Sociology and Women Development Cell has signed a MOU with MAJLIS, a legal aid centre for women to conduct workshops on legal rights of women and to sensitize students on various gender related issues through talks and workshop. 1<sup>st</sup> April, 2014.
  - The Department of Psychology has signed an MOU with Vruddhi, Counseling Centre for 'Evolve' the counseling cell of the college.

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

- The faculty members from the college contribute as member of various bodies at the SNTDWU.
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- Teacher Feedback: Prof. Sunita Sharma (HOD, Commerce) member of Academic Council, Dr. Jayashree Palit (Dept. of English) and Dr. Sejal Shah (HOD, Gujarati) have given valuable suggestions and played an important role in the designing of the new syllabus for their respective Board of Studies. Dr. Cicilia Chettiar (HOD, Psychology), Ms. Anuja Deshpande (Department of Psychology), Ms. Neha Gada (Department of Commerce) Ms. Korina Mesman (Department of Commerce), Ms. Mukti Patel (P.G. Department of Commerce) and Ms. Pranaya Revandkar (Co-ordinator, BMS) have contributed in designing of syllabus in their respective subjects but are not members of BOS.

**Table 1.2 – Faculty Representation in University Bodies**

University Bodies	No. of Faculty Members
Member of Senate	2
Member, Academic Council	1
Member, Faculty of Arts	1
Member, 32 (5) Committee	2
Member, BOS (Gujarati & English) Arts & Commerce	2
Members of Ad hoc Board of Craft and Design and Board of Design	1
Chairperson, Unfair Means Inquiry Committee	1
Member, Students' Welfare	1
Member, Board of NSS Cell	1
Member, Board of Adult & Continuing Education & Extension Work	1
Member, Frequently Asked Questions Committee	1
Member of the Committee of Board of Examinations (Fashion Designing) of the University	1
Special Invitees to Board of Commerce and Economics	2
Fact Finding Committee	1

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

The college has developed curriculum for the following courses offered by Dr. BNCDC:

- Certificate course in Learning Disability and Remediation (CLDR)
- Advanced course in Learning Disability and Remediation (ALDR)



- Certificate course in Multiple Disabilities (CCMD)
- Journalism and Mass Media Communication (JMMC)
- Diploma course in Nutrition and Wellness(DCNW)

**Need assessment, design, development and planning for CLDR, ALDR and CCMD are as follows:**

- **Need Assessment:** In recent times, there has been a great demand for 'shadow teachers' in the schools. The institution identified the need and started the CLDR, ALDR and CCMD courses. The course train students to be shadow teachers, guidance workers and remedial teachers and equips them in intervention techniques
- **Design:** CLDR and ALDR were designed by Smt. Kiran Sheth and Smt. Poonam Shah of MEHAK-The Fragrance of Life Testing and Counseling Centre. Smt. Poonam Shah is Counselling Psychologist and Remedial Educator at Billabong International School, Mumbai. CCMD was designed by Shri. Mihir Parekh of URJA Counseling and Remediation Centre and Smt. Kiran Sheth.
- **Development and Planning:** All the above courses have been developed keeping in mind the heterogeneity of the group i.e. students of Psychology, students interested in the field of education, parents of children with learning disabilities, school teachers and other professionals dealing with the children having learning disabilities. The classes are scheduled in the afternoon.
- **Course Content:** Theory and practical sessions with remediation techniques, group discussions, case studies and lesson plans. Evaluation is based on written tests and practical sessions. The ALDR and CCMD courses have internships as part of curriculum.

**Need assessment, design, development and planning for JMMC are as follows:**

- **Need Assessment:** With the widening scope and opportunities in media industry there is an increasing demand for professionals. There are many high end courses but simple, basic level courses are not available for the students. This certificate course has the potential to offer entry level jobs to the students where they get overall knowledge of all the sections of media. The course aims to provide overall basic knowledge of Journalism and Media.
  - **Design:** JMMC was designed by Dr. Ravindra Katyayan H.O.D of Hindi, MNWC and Scriptwriter.
  - **Development and Planning:** This course is developed to impart theoretical and practical training so that they can avail the opportunities in the Media industry.
  - **Course Contents:** The course includes theory and practical sessions covering basic principles of Journalism, Direction, Scriptwriting, Radio, Internet, Television, Film, Electronic Media Mass Communication etc.
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**Need assessment, design, development and planning for DCNW are as follows:**

- **Need Assessment:** This course was started to spread nutrition knowledge among the students and designed in such a manner that students learn basic nutrition for family. The objectives of the course offered are: To understand the role of diet in health and basic nutrition and fitness, To understand family nutritional requirements, To manage diseases of childhood. The course was planned in a manner that students of any stream who are interested in basic course of nutrition can do the same.
- **Design:** DCNW was designed by Dr. Rita Patil, Head of Food and Nutrition Department, MNWC.
- **Course Contents:** It is a two years course. The first year is a certificate course which includes study of Basic Nutrition. In the second year, Diploma course students study nutrition for the family and fitness component. The course includes theory and practical sessions.

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

The syllabus for each subject is designed by the University whose objectives are communicated to the students in the beginning of each semester. The institution takes steps to ensure that the stated objectives of curriculum are achieved in the course of its implementation. They are achieved by:

- Holding departmental meetings to monitor the curriculum implementation process
- Using various teaching methods including power point presentations by students, screening of films, field trips, visits, guest lectures, workshops, research paper writing for students etc.

**1.2 Academic Flexibility**

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

The Institution has a well-established Career Development Centre since 1982 i.e. Dr. BNCDC which offers a wide range of Certificate, Diploma, Advanced Diploma as well as Short Term Courses for promoting the all-round development of the students. The courses are designed keeping in view the main goals of the institution.

The list of the courses offered by the Centre:



- **Advanced Diploma:** Fashion Designing, Interior Designing and Decoration, Counselling, Early Childhood Care and Education, Banking, Travel and Tourism.
- **Diploma :** Office Management and Secretarial Practise
- **Certificate Courses:** Diet Therapy, Gujarati Journalism, Decorative Crafts, Art and Painting, Food Production and Home Science.

**Table 1.3 New courses introduced during 2010 - 2014:**

Name of the Course	Type	Duration	Objectives	Evaluation Pattern
Learning Disability and Remediation	Certificate Course	20 sessions (Part –time)	To bring awareness about L.D. and to sensitize the society to the needs of the students with L.D.	Written test-100 marks, Practical test-100 marks
Learning Disability and Remediation	Advanced Course	6 months (Part –time)- after completion of certificate course	To create awareness about remediation methods and equip in dealing with and guiding LD students	Written test-200 marks ,Practical test-200 marks Internship 100 marks
Multiple Disabilities	Certificate Course	3 months (Part –time)	To equip the participants to work with special needs children	Written test-100 marks, Practical test 100 marks Internship is provided
Journalism and Mass Media Communications	Certificate Course	One Year (Part –time)	To develop overall skills required in Journalism and Mass Media	Internal 25 External 75
Nutrition and Wellness	Diploma Course	Two Years (Part –time)	To understand the role of diet in health.	Written test-100 marks, Practical test 50 marks Internal test 50 marks

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

The University does not allow twinning /dual degree facility. But the institution offers various value added and career oriented courses to students in order to enable them to acquire vocational skills along with the academic programmes. Please refer to Table 1.4.

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





higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the college:**
  - **Choice Based Credit System and range of subject options**
  - **Course offered in modular form**
  - **Credit transfer and accumulation facility**
  - **Lateral and vertical mobility within and across programmes and courses**
  - **Enrichment courses**
  - **Range of Core Option:**
    - In the Arts stream the students can choose either English or Gujarati as a medium of instruction. English is the medium of instruction in the Commerce stream.
    - In the Arts stream the students have to select a subject from the Discipline Component (DC) at the first year level. The University Statutes does not permit students to shift from one DC to another in the course of three years.
    - In the English Medium the students can choose any one the following DC subjects: English Literature, Sociology and Psychology.
    - In the Gujarati Medium the students can choose any one of the following DC subjects: Economics or Gujarati literature.
  - **The Elective options in the Arts stream:**
    - The Arts English medium students along with DC subject can choose one subject of Ancillary Component (AC): Hindi or of Combined Applied Component – Food and Nutrition or Child Development.
    - In the Arts Gujarati medium along with DC subjects the students can choose one subject of AC: Hindi or of Combined Applied Component – Food and Nutrition.
    - English is a compulsory subject in Arts English and Gujarati medium in all the three years. This special feature enables students especially from Gujarati medium to learn and speak English.
    - The students of Arts stream study two Foundation Course papers in the first year and one Foundation paper in the second year.
  - **Commerce stream:** In the commerce stream the range of Core and Elective options available are:
    - **B.Com. I:**
      - English Higher Level, Economics, Commerce and Accountancy are compulsory subjects.
      - Students can choose any one of the (i) or (ii) groups of subjects offered by the college.
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- i. Business Mathematics and Business Statistics / Office Management and Secretarial Practice / Travel and Tourism
- ii. Commercial Geography and Environment Studies / Office Management and Secretarial Practice / Travel and Tourism

### **B.Com. Part II:**

- English Higher Level, Economics, Commerce and Business Law are compulsory subjects.
- Students can choose any one of the (i) or (ii) groups of subjects offered by the college.
  - i. Hindi / Industrial Psychology / Advertising / Office Management and Secretarial Practice / Travel and Tourism
  - ii. Financial Accountancy and Auditing Paper I / Office Management and Secretarial Practice / Travel and Tourism

### **B.Com. Part III:**

- English Higher Level, Economics, Commerce and Accountancy and Auditing are compulsory subjects.
  - Students can choose any one of the (i) or (ii) groups of subjects offered by the college.
    - i. Financial Accountancy and Auditing Paper II / Office Management and Secretarial Practice / Travel and Tourism
    - ii. Financial Accountancy and Auditing Paper II / Office Management and Secretarial Practice / Travel and Tourism
  - **Master of Arts (M.A.)** Specialization in Psychology: Counseling or Clinical and **Master of Commerce (M. Com.)** Specialization in Human Resource Management
  - **Bachelor of Management Studies (B.M.S.)** with specialization in Human Resource / Marketing / Finance
  - **Bachelor of Commerce with Accountancy, Finance and Insurance (B.Com (AFI))**
  - **Choice Based Credit System and range of subject options:** The University is going to start choice based credit system w.e.f 2015
  - **Course offered in modular form:** University does not offer courses in the modular format at the U.G. level but does so at the P.G. level.
  - **Credit transfer and accumulation facility:** The University does not allow credit transfer and accumulation facility at the UG and PG level.
  - **Lateral and vertical mobility within and across programmes and courses:** The institution allows vertical mobility, wherein the student is allowed to keep the term in the semester exams, in case, of not clearing up to a total of five papers in the first and second year.
  - **Enrichment courses:** The Institution offers following value added and career oriented courses which enrich their degree.
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**Table 1.4 List of the courses offered by Dr BNCDC**

Advanced Diploma	Diploma	Certificate course
<ul style="list-style-type: none"> <li>• Fashion Designing</li> <li>• Interior Designing and Decoration</li> <li>• Counselling</li> <li>• Early Childhood Care and Education</li> <li>• Banking</li> <li>• Travel and Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Office Management and Secretarial Practise</li> <li>• Nutrition and Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Diet Therapy (Till 2013)</li> <li>• Gujarati Journalism</li> <li>• Decorative Crafts</li> <li>• Art and Painting</li> <li>• Food Production</li> <li>• Home Science</li> <li>• Journalism and Mass media Communication</li> <li>• Learning Disability and Remediation</li> <li>• Multiple Disability</li> </ul>

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

**Table 1.5 List of Self Finance Programmes**

Name of Course	Year of Establishment	Admission Process	Total No. of Faculty Members
B.Com. (AFI)	2013	HSC in Commerce Stream (Online Admission)	3
B.Com with Advertising	2008		1
B. Com with TTM	2002		1
B. Com with OMSP	1999		1
Bachelor of Management Studies (BMS)	2008	HSC in any stream (Online Admission)	7
B.A. DC English	2006		4
M. Com. (HR)	2004	B.Com , B.Com (AFI) and BMS students can apply online	3
M.A. (Clinical Psychology)	2012	B.A. Psychology students admitted on Merit and Interview basis	4
M.A. (Counselling Psychology)	2004		
P.G. Diploma In Early Childhood Education	2011	B.A. , B.Com, B.Sc. (Online Admission)	2

- The Admission process in the UG self-financed programme is not significantly different from that of aided programmes. But in the PG Psychology programme the admissions are merit based.
- In self-finance course of BMS and B.Com (AFI) the fees range from Rs 19,200 to Rs 20,650. In M.Com. and M.A. Psychology programmes the fees are Rs. 10,100 and 22,100 respectively. The course fees for P.G.D.E.C.E. are Rs. 22000. In the B.Com. aided section, the fees are



between Rs 6435 to Rs 9935 and in the Arts stream it ranges between Rs 6435 to Rs 8935 depending on the subjects opted by the students.

- BMS, B.Com (AFI), M.Com. and M.A. programmes have Course Coordinators.
- All the Faculty members are well qualified and remunerations have been increased as per the recommendations made by NAAC Peer Team report of December 2009.

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

The College offers a number of additional skill oriented programmes for students that make them ready for the regional and global employment markets. They are:

- 100 Hours Computer Training
- Employability Training Programme conducted by Tata Consultancy Services who collaborated with SNTDWU
- ABACUS : Computer Reservation System Programme
- Skill Developing programme under Yuva Udhyami Project
- On The Job training in the College office
- Workshop for NET / SET for Post Graduate students

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

The University does not provide the flexibility of combining the conventional face-to face and Distance Education for students to choose the courses /combination of their choice.

**1.3 Curriculum Enrichment**

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

The institution's Vision "Knowledge is that which liberates", Mission – "Empowerment of Women Through Access to Higher Education" and goals are integrated through the University's curriculum and programmes offered by the college as follows:

- To facilitate acquisition of knowledge and skills: Faculty use innovative teaching methods to implement the curriculum such as guest lectures, visits, screening of films, project work, conducting surveys, PPT. Practical's in subjects like Child Development, Food and Nutrition and Psychology provide experiential learning. Students also



contribute articles, poems in the themes of *Srishti Wall Magazine*, *Srishti Wall Newsliner* and *Srishti*, the College magazine. The additional courses offered as listed in Table 1.6 also help in skill development of students.

- To encourage holistic development of staff and students: Teachers attend orientation and refresher course programmes; present research papers at national/international seminars and conferences; publish research papers in national/international journals and undertake major and minor research projects. Students are encouraged to participate in leadership camps, performing arts and literary events competitions at college and intercollegiate level. The students of B.A.I study 'Personality Development' which is compulsory paper in the Foundation course where they learn Time management, Conflict management etc
- To create value oriented and socially responsible citizens: Students are involved in extension activities organised by the NSS cell and Departments such as: Peace Rallies, Health camps, IGI. The NSS cell organises a week long residential camp every year at the Rotary Annudanit Ashram Shaala where the students are involved in shram daan, teaching English, Maths, Art and Craft, Health and Hygiene to the students of the school. At the B.A.I level the students study compulsory papers - "Women in Changing India" as a part of Foundation Course paper, which sensitizes students towards gender issues. Moreover, English, the Core Component subjects in Arts and Commerce streams has prescribed texts on the issues related to women.
- To enable economic independence: The college organises entrepreneurial training programmes to impart entrepreneurial skills to the students. Internship provided to the students gives them good learning experiences. The college has a placement cell which organises career fair, placement interviews.

**1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?**

Institution puts in efforts to enrich and organise the curriculum to enhance the experiences of the students to cope up with the needs of the dynamic employment market:

- Training to the students of Office Management and Secretarial Practice, and Travel and Tourism in the College office and Library and various Travel Agencies and Tourism Offices like Department
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of Tourism, Saheli Tours, Columbus Travels, Amigo Tours and Vision Nepal.

- Internships for M.A. (Psychology) students at more than 26 Counselling Centres, hospitals, schools, institutes and at 'Evolve'-the College Counselling Centre. They are - Kripa Foundation, Children's Academy, Shishuvan School, Sharnam Clinic, Avishkar Clinic, Dadarspandan Holistic Healing Centre, Gurunanak School, Mind Frames, St. Catherine's Home, St. Joseph's School, Gandhi Shikshan Bhavan School, Gurunanak School, Humsafar Foundation, Nanavati Hospital, Anjuman Islam School, N.K. Seth School, Gurukul Centre, Disha, J.J. Hospital, Sion Hospital, Thane Mental Hospital, Cooper Hospital, Missionaries of Charity, D.Y. Patil and Rescue Foundation and other organisations based in Mumbai.
- Internships for M.Com. students at College Office, Total Solutions Lupin Limited, SNEHA (Society for Nutrition, Education and Health Action), Air India, Avenues India Private Limited, L.J.N.J. College, Skylark Electrical Corporation and Clean Air Island all based in Mumbai.
- Internship of students P.G. D. E.C.E at the Pre-Schools.
- Workshops for NET/SET exams
- Yuva Uddhyami programme 'A Learn and Earn programme' is an initiative by the Department of Commerce to encourage self-employment.
- 'Bite Delite' is an initiative of the Food and Nutrition department where students plan, prepare and sell nutritious snacks in the college. It trains students in entrepreneurship.

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

The College organises workshops, residential camps, research competitions, surveys, projects and welfare activities to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc. into the curriculum. The College has won prizes at inter-collegiate Research Competitions.

**Gender:**

- B.A. I Students study a Foundation course paper entitled "Women in Changing India" which includes units like Socialization of Girl Child, Women and Work which provides a better understanding of the issues faced by the society.
- The NSS cell, Women Development cell organise talks on topics related to women like AIDS awareness, Women's



Safety, health problems faced by women. The Department of Sociology collaborated with MAJLIS, an NGO for conducting games and lectures on Women's Safety. Students are encouraged to attend seminars organised by University and other colleges on 'Save the Girl Child'.

**Human Rights:**

- B.A. II Students study a unit on Human Rights as a part of the Foundation Course paper, where newspaper clippings are used to enable students to understand as to how rights are violated in society. Films like *Dharm*, *Gone with Wind*, *Chakravyuh* are screened for better understanding of Human Rights.
- Inter-Generational Interaction (IGI) Project was undertaken to sensitize students towards the needs of the Senior Citizens of the community. (February 2014 – December 2014)
- Street plays on Anti- Ragging, Drug Abuse, Female Foeticide, Youth Empowerment, National Integration and other social issues were performed by our students as well as other organisations such as IDEA, a theatre troupe directed by Mujeeb Khan, Smita Patil theatre Group of Yusuf Qazmi in the College compound and in other schools and colleges.
- Peace Rally on Hiroshima Day at Azad Maidan in collaboration with Sarvodaya Mandal(6<sup>th</sup> August, every year)

**Environmental Education:**

- Environmental Studies is a compulsory paper at B.A. I and B.Com I level which sensitizes students to various issues related to the environment.
- Training students for making puppets and presenting Puppet shows on themes related to environment. (10<sup>th</sup> – 14<sup>th</sup> December 2013)
- 'Quilt' project undertaken by students in which quilts were made from old clothes and distributed to the children of Rotary Audanit Ashram Shala. (December 2013)
- Yuva Udhyami Project for making cloth bags and distributing it to vendors. (December 2012)
- Students make paper bags which are distributed to vendors in Vile Parle area to discourage them from using plastic bags.

**Climate Change**

- Intra and Inter-college Departmental Research Paper Presentation on topics related to Gender, Climate and Environment, Globalization Issues by the Research Cell is organised every year.

**ICT**

- 100 hours of compulsory Computer Training with MOOC Academy.
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- Library gives training to the Teachers to use OPAC, E-resource INFLIBNET which are used for the operationalisation of curriculum.
- Free internet facility to teachers and students. The students use the internet for their assignments.

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

- § **moral and ethical values**
- § **employable and life skills**
- § **better career options**
- § **community orientation**

For the holistic development of students, the institution conducts the following courses.

**Table 1.6 Courses offered at MNWC and Dr. BNCDC**

Areas	Courses / Programmes offered to ensure holistic development of students
Moral and Ethical Values	<ul style="list-style-type: none"><li>• Certificate Course on Gandhi Studies (2011)</li><li>• Conducting exams for students on life of Mahatma Gandhi</li></ul>
Employable and Life Skills	<ul style="list-style-type: none"><li>• Advanced Diploma in Counselling</li><li>• Advanced Diploma in Early Childhood Care and Education</li><li>• Advanced Diploma in Interior Designing and Decoration</li><li>• Diploma in Nutrition and Wellness</li><li>• Certificate Course in Diet Therapy (Till 2013)</li><li>• Certificate Course in Food Production</li><li>• Certificate Course in Art and Painting &amp; Decorative Crafts.</li><li>• Certificate and Advanced Course in Learning Disability and Remediation</li><li>• Certificate Course in Multiple Disability</li></ul>
Better Career Options	<ul style="list-style-type: none"><li>• 100 hours of Computer Training</li><li>• Advanced Diploma in Banking</li><li>• Advanced Diploma in Fashion Designing</li><li>• Advanced Diploma in Travel and Tourism</li><li>• Diploma in Office Management and Secretarial Practice</li><li>• Certificate Course in Journalism and Mass Media Communication (UGC recognized)</li><li>• Certificate course in Gujarati Journalism</li></ul>
Community orientation	<ul style="list-style-type: none"><li>• A three month training programme for B.Com students in collaboration with MSME Development Institute</li><li>• "I Create India" programme</li></ul>

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

- Regular feedback by the students through the suggestion box.





- Feedback for Teachers' Performance is conducted and analysed every year.
- Feedback from the Exit Poll of the students

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

- Interaction with the students and faculty members at regular intervals.
- Feedback is taken from the students in the feedback form.

**1.4 Feedback System**

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

The members of the BOS for various subjects help in designing and developing of the curriculum for the university. The non-BOS members participate in Content Analysis, Question Bank Workshops and contribute to the process of developing of the new syllabus. The feedback received from the students is conveyed by the teacher representative to BOS.

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

- The faculty members who are the members of BOS communicate the feedback received from the students to the University.
- The college started the following new programmes based on the students' feedback: B.Com (AFI), M.A. with Clinical Psychology and P.G. D.E.C.E
- The college received feedback from the B.Com (AFI) students that the syllabus designed by the University was too elementary and basic (the level was that of the Higher Secondary class). This was conveyed to the Local Inquiry Committee members who visited the college for annual inspection.
- Suggestions for restructuring the syllabus of P.G.D.E.C.E were given to Local Inquiry Committee of SNTWU.

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

- Since the College has been offering the subject of Child Development in Home Economics at the UG level in Arts, a need was felt to start the P.G.D.E.C.E to give an opportunity to the



## CRITERION I: CURRICULAR ASPECTS

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students to pursue a Diploma after their Graduation in the college itself.

- Rationale for starting M.A. with Clinical Psychology was market demand. There were only two institutes offering this course in Mumbai when the college applied for it.
- Based on the feedback received from the students the College started the courses in B.Com (AFI) and M.A. with Clinical Psychology from 2013 onwards.
- All the above mentioned courses are affiliated to SNTDWU.

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

- The college has already applied for the Degree Course in Bachelor of Design (B. Design) with the specialisation in Fashion Designing since the college offers Advanced Diploma Course in the same subject.
- The college offers the subject of Information Technology and Mathematics at the Higher Secondary Level; the college has applied to the University for starting the Bachelors in Computer Applications course.