1.1 Cirriculum Planning and Implementation

1.1.1 *Vision and Mission Reflected in Academy.*

Goal Orientation

The college motto is education for one and all by building a learning society covering all levels of the populace of our country. We firmly believe that economic disparity can be removed through education alone. We draw our strength from our founders' commitment, hard work and foresight. Every student while aspiring for academic goals should possess a desire for true wisdom and compassion for fellow human beings. We aim at enhancing their intelligence quotient, emotional quotient and spiritual quotient, which will enable the students to ascend the academic summit equipped with abiding values.

Vision
- To empower the student through focused learning and research
- To foster a world of joy through sharing and learning
- To create and enhance teamwork and leadership qualities
- To excel in interaction through the art of communication
- To provide extension services to serve self and the society

Mission
- Knowledge is all Ambrosia
- Academic excellence with character development
- Enthusiasm is the propelling force behind our success

Quality Policy

We are committed to imparting quality education in the field of basic and professional courses to create empowered, socially responsible youth to face the changing needs of the society and times, by adopting continuously improving core and support functions.

The vision and mission of our college are made known to stakeholders in a variety of ways. It is prominently displayed at the entrance of the building. In addition, it is disseminated through the prospectus, brochures, mega career fair, various exhibitions organized by departments, meetings with parents, students and teachers, and global dissemination through the college website.

The logo of the college reflects the core values: The 'Nib' symbolizes the strength of wisdom leading to the nation's development and nurturing of global competencies; the 'Musical Note' for appreciating finer things in life; the 'Knight' stands for all round progress not withstanding obstacles; and the 'Drop of Blood' for compassion and sacrifice. NAAC reaccreditation and the ISO 9001-2008 certification is an indicator of our concern for quality and quality sustenance in our quest for excellence.

Our Mission is embossed in the logo "Knowledge is all Ambrosia" (the divine Nectar). It is available to all sections of the society and by acquiring knowledge one becomes immortal. We strongly believe in academic excellence with character development. The day starts and ends with a prayer to bring peace and sanctity in the life of the students, who are going to shape the future of our nation. We seek our strength from our founder, a postman, a common man with an exceptional vision of eradicating poverty through education. The student profile maintained by us reflects the poor socio-economic background of the students, many of them being first generation learners. The management, teaching staff and supporting staff work in unity to achieve our objectives of building a knowledgeable society by effectively blending quality teaching, research, employability and entrepreneurship.

The academic programmes are in line with the institution's goals and objectives of spreading higher education and transformation of society through teaching, research and extension activities. We provide equal access and opportunities to all. The curricula developed are in keeping with the changing trends of society. The college started as an Arts and Science College. The Commerce faculty was added looking at the shift in demand for studies in the commerce disciplines. The last decade has seen a surge in technology applications. To make our students employable, a number of courses have been introduced to facilitate both vertical and horizontal flexibility in learning.

Conventional programmes in Arts, Science and Commerce are available in various areas of specializations. Need based and socially relevant professional undergraduate programmes have been introduced. These are Bachelor in Management Studies (BMS) B.Sc. in Computer Science, B.Sc. in Biotechnology, B.Sc in Information Technology and B.Com. in Banking and Insurance to cater to the needs of industry of

the Mumbai city, which is also the financial capital of the country. Two PG courses have been introduced in Biotechnology and Computer Science. For benefit of the students who are mainly working, evening programmess in M.A. in Hindi and English and M.Com. are also available. Our college has the unique status of introducing the first PG centers in the departments of Hindi and English apart from those in the University of Mumbai. Being conveniently located opposite Ghatkopar station, working students can avail of this facility. The rapidly changing skyline and employment scenario of Mumbai has seen a surge in the service sector. In keeping with this trend, more elective options have been made available to the students: Medical Laboratory Technology and Computer Applications. A plethora of UGC Career Oriented Add-on courses add value to their basic degree and short term certificate courses help to develop their skills. The certificate courses are designed to suit the global trends and National requirements. In the last of couple of years two PG diploma courses affiliated to the University of Mumbai have been introduced. These are PG Diploma in Clinical Studies, Data Management and Medical Writing and Postgraduate Diploma in Horticulture and Landscape Gardening. The curriculum has been designed with inputs from industry experts and is also taught by resource persons from the industries.

Foundation Course and Environmental Science are interdisciplinary courses which create awareness of social issues and the environment. Besides, specially designed certificate courses on environment are also available. These are Environment Audit, Waste Management and Disaster Preparedness. Computer skills are imparted in all degree programs. It equips the students to compete globally. Other related programmes offered by the college include Web Designing, Hardware Maintenance and Tally.

Research is made an integral part of the curriculum by introducing projects and summer training at various levels. The project presentation, both written and verbal, are ICT enabled. This also develops their communication skills and equips them to compete in the global employment markets.

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).*

Since many staff members are part of the Syllabus Committee as a result, as soon as the syllabus is passed through the academic council it is shared with the members of the department. The curriculum is

discussed and reference books for updating information are ordered. Topics are distributed and workshops are held to share the information and to come out with a plan to implement the curriculum in an effective manner. If need be external experts are invited to train for a specific topic. The co-curricular activities are also designed to supplement the implementation of the curriculum by practically doing things and enhancing the skills of the students.

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

Our institution has taken a very proactive role in organizing workshops whenever the curriculum is revised/ updated. In addition to this, teachers are imparted hands on training for the new experiments implemented by sending them to research institutions or by calling experts to our institution. We organize curriculum based seminars both for teachers and students. Addition of books and journals to the library is done on a regular basis to ensure that relevant reference material is available. Audio visual aids are procured to supplement teaching material. Classrooms have been provided with facility for using audio visual aids. Working models and experiments are demonstrated to explain concepts.

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

The academic inputs of our faculty, especially, those who are members of the Board of Studies have gone a long way in the restructure initiatives of various subjects in the University syllabus. Since the faculty members are actively involved, a data base is maintained of various curricula from other Universities in India and abroad including the UGC curriculum. The faculty interacts closely with academic peers who are invited as guest lecturers and with alumni who have joined industries, to get inputs, on curriculum revision and new topics to be included or restructured. Student feedback (from our institution and other institutions) is also taken about the course content during the visits by members of the Local Inquiry Committee.

Our college is one of the lead colleges identified by the University of Mumbai. Our faculty members contributed to the restructuring of the programs for the credit based semester system so as to bring about continuous evaluation of students. Our college as a

lead college also conducted workshops for Principals of other colleges to explain about the credit based semester system. As depicted in the table that follows, our teachers contribute to the curriculum framing as members of the syllabus committee or as members of Board of studies.

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?*

Our alumni and collaborators from industry and research institution provide us with inputs for both updating and implementing the curriculum. Guest lecturers who have specialized in emerging areas are invited to deliver lectures on emerging areas and these are attended by both students and staff members. Our institution also provides facilities to students and staff to attend webinars. We have an understanding with TCS and Navteq (Nokia) for placements and skill enhancement of the students.

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.).*

Sr. No.	Name of the Staff Member	Panel
	Economics	
1.	Ms. Rashmi Wagle	Member, Board of Studies in Foundation Course
2.	Ms. Shubhangi Vartak	Member, Syllabus Committee
	English	
3.	Dr. A.P. Pandey	• Member, Board of Studies • Member, Faculty of Arts • Senate Member
	Kannada	
4.	Dr. K. Raghunath	• Member, Board of Studies • Member, Faculty of Arts
	Marathi	
5.	Dr. Sneha Deuskar	Member Board of Studies (2010-2015)
	Philosophy	
6.	Dr. Amita Valmiki	• Member, Board of Studies (2010-2015) • Member, Faculty of Arts (2010-2015)
	Sociology	
7.	Dr. Shashi Mishra	• Member, Board of Studies (2010-2015) • Member, Faculty of Arts (2010-2015)
	Commerce	
8.	Dr. Vilasini Patkar	Invited Member, Board of Studies

Sr. No.	Name of the Staff Member	Panel
9.	Dr. Usha Mukundan	• Member, Academic Council (2010 till date) • Member, Faculty of Science (2005 till date) • Chairperson, Board of Studies in Botany (2010 till date); earlier Member, Board of Studies in Botany (2003-2010) • BOS Member in Botany, St. Xaviers College (Autonomous) • Chairperson, Ad hoc Committee in Biotechnology (2007-2011); Member, Ad hoc Board of Studies in Biotechnology • Research Recognition Committee, Botany and Biotechnology
10.	Dr. Himanshu Dawda	Member, Syllabus Committee
11.	Dr. Mrunalini Date	Member, Syllabus Committee in Botany and Biotechnology
12.	Dr. Nisha Muni	Member, Syllabus Committee
13.	Mr. Pravin Nayak	Member, Syllabus Committee
	Chemistry	
14.	Mr. V.B. Kulkarni	Member, Syllabus Committee
15.	Ms. Pratibha Singh	Member, Syllabus Committee
16.	Ms. Vijaya Shastry	Member, Syllabus Committee
17.	Mr. Sadashiv Shastri	Member, Syllabus Committee
	Mathematic	
18.	Ms. M.J. Diwan	Member, Syllabus Committee
	Physics	
19.	Mr. Raghu Pillai	• Member, Syllabus Committee • Member Board of Studies (till 2010) • Syllabus Committee St. Xavier College (Autonomous)
20.	Mr. P.N. Anchaliya	Member, Syllabus Committee
21.	Dr. Subhaga Karlekar	Member, Board of Studies
22.	Ms. Rekha Gorpade	Member, Syllabus Committee
23.	Ms. Manisha Oka	Member, Syllabus Committee
	Statistics	
24.	Mr. Ajit Limaye	Member, Syllabus Committee, University of Mumbai and SNDT University
25.	Ms. C.S. Pinge	Member, Syllabus Committee, University of Mumbai and SNDT University
	Zoology	
26.	Dr. P.G. Kale	• Member, Faculty of Science • Member, Syllabus Committee, University of Mumbai and SNDT University • Member, Board of Studies (till 2010) • Member Biology Olympiad Resource Generation Committee (HBCSE)
27.	Dr. S.T. Ingale	Member, Syllabus Committee
28.	Dr. Pratibha Sardesai	Member, Syllabus Committee
29.	Ms. Sanika Gupte	Member, Syllabus Committee
30.	Dr. Jahnavi Bhagwat	Member, Syllabus Committee
	Biotechnology	
31.	Dr. Sucheta Golwalkar	Member, Syllabus Committee
32.	Dr. Smruti Thombare	Member, Syllabus Committee in Biotechnology and Medical Laboratory Technology

Sr. No.	Name of the Staff Member	Panel
33.	Dr. Tania Moses	Member, Syllabus Committee in Biotechnology and Medical Laboratory Technology
34.	Ms. Rachana Acharya	Member, Syllabus Committee

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.*

- Our staff members have developed curriculum for other Universities viz. SNDT University in the subjects of Statistics and Zoology.
- We are also involved in the development of curriculum for Regulatory Affairs and Health care management offered as a Post Graduate Diploma program.
- Staff members are involved in content preparation and designing of the experiments (task) for students preparing for International Olympiad in the subjects of Biology and Physics.
- Some of the staff members are also in the BOS of Autonomous colleges affiliated to University of Mumbai for e.g. K.J. Somaiya College, St. Xavier's College.

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

Our teachers discuss among themselves and also with the students about the relevance of the course content and if it is felt that some topics are required to bring continuity in the curriculum then a suggestion is made to the respective Board of Studies. Feedback is taken from outgoing students on the relevance of the curriculum which they studied and their suggestions for changes to be incorporated when the syllabus is revised. There are continuous discussions on the mode of implementation and delivery of the curriculum ensuring that the stated objectives are achieved for e.g. preferential recruitment by industry of students from PG Diploma in Clinical studies.

1.2 Academic Flexibility

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

Certain designed programmes enrich the curriculum by catering to the development of various skills of the students. Individual departments have the flexibility to conduct these courses and award certificates. These courses enhances the employability of the students and also builds their confidence and gives them an interdisciplinary approach to problem solving.

Certificate Courses and Diploma Courses:
Functional English, Travel and Tourism, Web Designing, Hardware Maintenance, Environment Audit, Tally, Flower Arrangement, Mushroom Cultivation, Plant Tissue Culture, Bonsai, Waste Management, Disaster Management, Consumer guidance, Marathi and Hindi computer usage.

Some departments conduct unique skill development programmes viz.
- The BMS department conducts the ACE programme which is Accountancy, Communication and Etiquettes since the intake of students is diverse (admission is given to students from Arts, Science and Commerce streams, vernacular and English medium and to all students irrespective of their socio economic background)
- The B.Com. Banking and Insurance department has a tie up with ICICI Learning matrix which is an online program that can be done by the students in a flexible manner. In addition they also have a professional trainer for training students in soft skills.
- The IT and Computer Science departments provide soft skill training to their students by professionals. Before the placements the final year students are trained in group discussion and interview skills.
- The English language laboratory provides an opportunity to students to learn the language at their own pace.

1.2.2 *Does the institution offer programmes that facilitate twinning /dual degree? If 'Yes', give details.*
○Yes   ●No

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*

The college offers a wide range of programmes options in all the three faculties viz. Arts, Science and Commerce. The UG programme in B.A. offers nine specializations with several combinations of subjects to choose from at the entry level depending on the student's choice. Besides, nine specializations are offered in Science, three of which are self-financing. Three specializations are available to the Commerce

faculty (two are self-financing). In addition, all programs have vocational component in the form of elective options. The Arts students can choose any one from three options, Commerce students have four options and Science students have six options. Many of these have been introduced in the past six years to meet the growing challenge of globalization and to make ICT an integral part of the learning process. Certificate and Diploma courses in various subjects have widened the options for horizontal mobility. Some of these are: Functional English to enhance their proficiency in spoken English, Travel and Tourism, Web Designing, Environment Audit, Hardware Maintenance, Tally, Flower arrangement, Mushroom Cultivation, Bonsai, Waste Management, Disaster Management, Consumer Guidance, Marathi and Hindi computer usage as shown in the figure below.

Our college offers PG programmes in the subjects of Botany, Zoology, Chemistry, Computer Science and Biotechnology in Science faculty and in the Arts, PG programmes are available in the subjects of Hindi and English. Students from the Arts faculty have the choice of registering through our college in the subjects of Marathi, Kannada, History and Philosophy. The students also have the choice of pursuing M.Sc. either by papers or by research in the subjects of Botany (two optional subjects viz. Plant Physiology and Biochemistry, Plant Biotechnology and Cytogenetics), Zoology (Animal Physiology and Oceanography), Chemistry (three optional subjects viz. Organic, Inorganic and Physical Chemistry) and Biotechnology.

The progression of students leading to the Doctorate degree is possible in the departments of Botany, Zoology, Chemistry, Biotechnology, Hindi and Philosophy. In addition, the department of English, Kannada and Sociology has recognized teachers for Ph.D. guidance.

The college also runs some short term programmes to address societal needs. A programme in Jainalogy on behalf of University of Mumbai was conducted for two years for the local Jain community and a Biotechnology based one year PG diploma was conducted in the college for the Medical doctors in partnership with a private organizer. This enhanced the professional skills of the medicos in medical genetics. The college provides its premises for professional courses like ICWA and some of our students are also enrolled for this course. Recently two PG diploma courses have been introduced by the college to increase the employability of the students. The college offers a wide range of programme options in all the three faculties viz. Arts, Science and Commerce.

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.*

The admission process, curriculum, fee structure are as per the guidelines of the University of Mumbai and as detailed in the following table. These courses differ from the regular aided courses in terms of fee structure and the curriculum is more job oriented. The student teacher ratio is less which permits greater interaction among the students and teachers and also allows implementing variety of teaching techniques making the teaching learning process enjoyable. The qualification of teachers is as per UGC norms. However, since the courses are of applied nature and are skill

Certificate Courses

- Bonsai & Flower Arrangment
- Mushroom Cultivation & Food Preservation
- Functional English & Soft Skills
- Plant Tissue Culture
- Waste Management & Vermi-composting
- Web Designing & C++ Programming
- Environmental Audit
- Consumer Guidance
- Travel & Tourism
- Disaster Management
- Computer Usage in Hindi & Marathi
- Green Chemistry
- Laboratory Animal Handling
- Tally
- Hardware Maintenance
- Good Laboratory Practices
- Biostatistics

based, teachers without NET/SET and are skilled with a good academic record are hired and are given salaries and incentives to retain them. These courses also provide flexibility in terms of inviting visiting faculty from the industry to bridge the gap between industry and academia.

Doctorate (Ph.D.) Courses

ARTS
- Hindi
- Kannada
- Philosophy
- English
- Sociology

SCIENCE
- Botany
- Zoology
- Chemistry
- Biotechnology

Postgraduate Courses

ARTS
- Hindi
- English

COMMERCE
- Advanced Accountancy

SCIENCE
- Botany
- Zoology
- Chemistry
- Computer Science
- Biotechnology

Undergraduate Courses
(B.A., B.Com. & B.Sc.)

ARTS
- Economics
- English
- Hindi
- History
- Kannada
- Marathi
- Political Science
- Sociology
- Philosophy

COMMERCE
- B.Com.
- B.Com. Banking & Insurance
- BMS

SCIENCE
- Botany
- Chemistry
- Mathematics
- Physics
- Statistics
- Zoology
- Biotechnology
- Computer Science
- Information Technology

ELECTIVE OPTIONS
- **Business Communications**
- **Computer Programming**
- **Demography**
- **Direct & Indirect Tax**
- **Drugs & Dyes**
- **Electronics**
- **Environmental Science**
- **Export Marketing, Computer Applications**
- **Medical Laboratory Technology**
- **Travel & Tourism**
- **Web Designing**

Course Name	Fee Rs./ 3 year Aided Course	Admission	Teacher Qualification and Salary
B.Com. Banking & Insurance	11,110/- 43,660/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 20,000/- Visiting faculty from Industry payment as per expertise on hourly basis
B.M.S.	11,110/- 43,660/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 20,000/- Visiting faculty from Industry payment as per expertise on hourly basis
B.Sc. Biotechnology	9,925/- 46,060/-	Merit	Core faculty: Master's degree with good academic record basic pay VIth pay/ consolidated 15,000/- Visiting faculty from Industry payment as per expertise on hourly basis

Criterion I

Course Name	Fee Rs./ 3 year Aided Course	Admission	Teacher Qualification and Salary
B.Sc. Computer Science	9,925/- 46,060/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 20,000/- Visiting faculty from Industry payment as per expertise on hourly basis
B.Sc. Information Technology	9,925/- 45,297/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 20,000/- Visiting faculty from Industry payment as per expertise on hourly basis
M.A. English	14,040/-	Direct	Invited faculty and In-house faculty
M.A. Hindi	14,040/-	Direct	Invited faculty and In-house faculty
M.Sc. Biotechnology	22,040/- 78,040/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 15,000/- Visiting faculty from Industry payment as per expertise on hourly basis
M.Sc. Computer Science	22,040/- 67,040/-	Merit	Core faculty: Master's degree with good academic record basic pay of VIth pay/ consolidated 20,000/- Visiting faculty from Industry payment as per expertise on hourly basis
Ph.D. Chemistry/ Biotechnology M.Sc. (by Research) in Biotechnology	20,020/-	Merit	
Elective Options: Comp. Applications/ Medical Laboratory Technology	1,500/- (in addition to UG fees)	Merit	Invited faculty and In-house faculty. Re-muneration on hourly basis

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.*

In addition to the UGC-sponsored Add-on Courses, our college designs need based skill development programmes as mentioned in *1.2.1*. Apart from these courses, the Career and Placement Cell of the college arranges special sessions by experts in the following skills which make the students employable. These are in the areas of

a. Communication skills,
b. Leadership skills,
c. Team building
d. Presentation skills
e. Computational skills
f. Time management skills.

The beneficiaries are UG and PG 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/ combination of their choice. If 'Yes', how does the institution take advantage of such provision for the benefit of students?*

The University does provide flexibility of combining face to face and distance mode of education. However, this is not opted for by the students since many of them, coming from marginalized sections of the society are working. Some of them pursue CA, CS along with their B.Com.

1.3 **Curriculum Enrichment**

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

Our institution has taken proactive steps to enrich the curriculum by providing the students a wide range of co-curricular activities. Every department has an association which conducts various programmes at the college and intercollegiate level. Students have the freedom of participating in programmes conducted by their own department and those by other departments. Departments also organize field trips, industrial visits, student projects, internships, case studies, role play etc. All this helps enrich the knowledge of the students and also develops skills in them about organization, leadership, team building, decision making etc.

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

The existing courses have been modified to meet the emerging changes in national and global trends. Global climate change is a major concern. This is

tackled by implementing green chemistry, inclusion of topics on waste management, environment impact analysis, pollution related topics and measures to reduce pollutants at all levels. ICT is an integral part of the curriculum. Students of language departments are encouraged to use computers. Computers have font for Hindi and Marathi typing. Project work enables them to use the internet which is available free of cost in the campus.

Higher education without ethical values is like a flower without fragrance. Some of the topics in the curriculum have an inbuilt component of value education; otherwise topics are related in such a manner to inculcate ethics among the students. The college enhances the curriculum by organizing guest lectures by eminent personalities, syllabus related workshops, exhibitions, colloquiums, debates, elocutions, practical work and projects.

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?*

- Foundation Course is an interdisciplinary course which integrates environmental science, gender, climate change, human rights. Assignments and projects are an integral part of all the syllabi and students get trained in computer applications. In addition, efforts are taken to address these cross cutting issues through co-curricular activities. Environmental Science and computer applications are elective options which a student can select in the final year.
- Gender: The Women Development Cell of the college has been constituted as per the norms of the University of Mumbai. It conducts various workshops and programmes on gender related topics. Some of these workshops have been conducted in association with NGOs. Our efforts to make our premises gender friendly has been recognized by the Maharashtra State Government and they have awarded us the first prize at the district level under the aegis of Jaagar Jaanivancha.
- Climate Change and Environment Education: All departments are involved in promoting the concept of reduce, recycle and reuse. The department of Geography conducts a Geo Week which carries out various programs towards adapting eco-friendly practices. The department of chemistry conducts workshops on Green Chemistry which aims at reducing hazardous chemicals.
- The NSS, NCC, Extension Activities Unit and Rotaract Club of our college carried out activities like tree

plantation drives, making of paper bags and distributing to local vendors, save electricity and street play to educate the community on saving the planet earth. The elective component Environmental Science deals with various environmental issues.
- Human Rights: Foundation Course is an interdisciplinary subject learnt by all UG students and includes topics on human rights. The departments of Political Science and Philosophy organize special lectures to educate students on human rights.
- ICT: Teachers are trained in e-content generation. Digital libraries, short films, documentaries power point presentations, animations are some of the efforts made by us in integrating ICT in the curriculum.

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

- Our college has initiated a program in the name of Self Awareness Program (SAP) which conducts workshops and training to inculcate moral and ethical values in the student. Through this forum, talks are organized and case studies are discussed. Workshops are conducted for the students to help them realize their role as a student, daughter/son and a citizen. Resource persons from Ramakrishna Mission and Chinmaya Mission are invited to conduct these workshops. Students are provided guidance for anger, stress and time management. SAP conducts certificate course on "Life Skills" for students.
- For employability, students are trained in various areas by trainers. These are done in batches and have proved to be very popular. All the departments also conduct programmes so as to make the students employable, confident with high ethical values. In some programs it is inbuilt in the curriculum. Some departments have also give special names to this programme. For example the BMS department has a programme known as ACE (Accountancy, Communication and Etiquettes) for all first year students since they come for all the three streams viz. Arts, Commerce and Science.
- Some departments also teach ethical values by citing examples from the subject. Example: teaching human values through the structure of a cell, ecosystem on a tree, life history of ants, honey bee etc. Teachers from Philosophy department also take special lectures for value education.
- Community orientation is mainly through the NCC, NSS and Extension Activities Unit of the college. The Rotaract Club also is involved in community services. The students visit orphanages and old age

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homes. The faculty members also work closely with the students in community program. Our student community being from the marginalized section is taken care by our very humane management, teachers and members of the supporting staff.

- For subjects that are very dynamic - like Computer Science, Information Technology, Biotechnology, - guest faculty are invited from industries to interact with the students and give them information about the emerging technologies. If need be value addition is brought about by conducting workshops to give hands on training to the students.

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

The feedback obtained from our alumni who are from industry has helped us in suggesting to the Board of Studies to incorporate topics which are relevant. For example, in IT and Computer Science new applications are being added very rapidly thus practical's are upgraded to take care of this dynamic change. Similarly whenever there are changes in the accounting systems the necessary inputs are given to the BOS. Many departments conduct parents meeting in which the parents voice their opinion, who may not be formally educated in the subject, but they are aware of what to expect from the institution.

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

The quality of the enrichment programmes is evaluated by the response and active participation of the students. A student satisfaction feedback is conducted in which the student responses are obtained and these are analyzed. Students also personally suggest and initiate new enrichment programmes.

1.4 **Feedback System**

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

As mentioned earlier we are fortunate to have representation in the syllabus committee due to which our staff members can contribute to the curriculum designing and also through various suggestions obtained through various feedbacks.

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?

A feedback form is obtained from the students. It is compiled and the feedback from the students and stakeholders is communicated to the respective Board of Studies through our teachers who are in the committees. In addition, it is also used for implementing the syllabus in a more effective manner by thinking out of the box.

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?)*

In addition to introducing new programmes we also firmly believe in sustaining and consolidating existing programs. We take a need survey to see the potential job market and future trends. Thus we introduced two post graduate diploma programs in the last four years. These are PG Diploma in Clinical Studies, Data Management and Medical Writing, PG Diploma in Horticulture and Landscape Gardening which are affiliated to University of Mumbai.

Any other relevant information regarding curricular aspects which the college would like to include:
None

Criterion I