# CRITERIA - I

# CURRICULAR ASPECTS

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**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.**

**Vision**:
To be recognized as a centre of excellence for education that empowers women, leading to self actualization

After a thorough deliberation with the faculty members, the vision and mission are reviewed and revised periodically. The vision statement has changed the emphasis from educating women to empowering them towards self actualization and multifarious excellence.

**Mission**:
- To empower women by providing quality higher education
- To enrich social and cultural values of women through holistic education
- To support underprivileged women with financial assistance to get educated and be self reliant

**Objectives**:
- To impart quality education through student centered teaching-learning methods
- To train students in core competencies through career oriented and application based programmes to enhance their employability skills
- To instill research aptitude and develop research culture in students
- To make efforts towards overall development of students personality and introduce them to the areas of creativity beyond the boundaries of curriculum
- To enhance students' social, cultural and environmental awareness through value education and co-curricular activities
- To establish linkages with premier institutes, industries and organizations

The institution continuously strives to communicate the vision and mission statements to the students so that they can relate to them and develop a sense of commitment to the institution and society at large. Hence, the Institution ensures that the vision and mission statements are conveyed to the stake holders through website, prospectus, college diary and displays at prominent places in the college premises. During formal college events like orientation programme, seminars, workshops and other college events which involve the presence of the parents, staff members, students, alumni and industry professionals, the vision and mission statements are mentioned.

**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).**

Detailed planning is undertaken to ensure effective implementation of the curriculum. The plans are made at departmental and institutional level, which act as guideline for teachers. They are enumerated below:

**Institutional Academic Calendar:**
Institutional academic calendar is prepared in the beginning of the year based on the academic terms, and vacations and examination schedule given by the University.

**Semester-wise Teaching Plan:**
Every department prepares its own academic plan for the semester accordingly. Individual teachers prepare unitized semester-wise teaching plan for subjects/papers they teach, which are finalized in the departmental meetings.

**Departmental Meetings:**
Departmental meetings are conducted for planning and smooth execution of the academic programmes.

**Meetings of Heads of the Departments:**
Heads of the Departments and Vice-Principals regularly review and monitor academic planning and delivery of the curriculum.

**Execution of Teaching Plan**
These plans which are part of Teacher's Record Book are reviewed periodically by the Heads of the Departments and Vice-Principal. If it is found that time line was not maintained, extra lectures are arranged to complete the curriculum, E.g. If a teacher is going for refresher / orientation programme the teaching plan is amended accordingly.

**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?**

Sensitive to the changing educational scenario and the levels of the students, the university as well as college regularly issues guidelines, updates the syllabus and organizes programmes to orient the teachers. Some of them are listed below:
- Unitized modular semester-wise syllabus is updated regularly by the University.
- University has organized three days workshop in 2011-2012 in curriculum planning before revising the syllabus and our staff members have attended the same as members of Boards of Studies.
- In the past five years, all the undergraduate programmes have been restructured. The Arts and Commerce programmes have been converted from the annual pattern to the semester pattern and modular

syllabi has been introduced in Home Science programme. This necessitated organization of content analysis workshops by all the institutions offering these courses. We have taken an important role to organize content analysis workshops in various subjects and encouraged teachers to participate in these types of programmes arranged by other colleges to get oriented about new syllabus, guidelines for transaction of syllabus and preparation of question bank.

**Table 1.1: List of workshops arranged**

| Year | Subjects |
|------|----------|
| 2010-2011 | Commerce vocational course (B.Com) Commerce (B.Com) |
| 2011-2012 | Gujarati (B.A) Hindi (B.A) Financial Accountancy and Auditing (B.Com) Computer Application (BCA) |
| 2012-2013 | Object Oriented Programming (BCA) Institution and Markets (M.Com) Security Analysis and Portfolio Management (B.Com) |
| 2013-2014 | International Business (B.Com) Financial Instruments and Derivatives (M.Com) Financial Markets (B.Com) Food Science and Nutrition (B.Sc) Human Development (B.Sc) Resource Management (B.Sc) |
| 2014-2015 | Gujarati (B.A) Retail Banking (B.Com) |

- Training for use of ICT for teaching is conducted by the University for all our teachers. Two of our teachers have been trained by University who train newly recruited teachers.
- Senior faculty members orient newly recruited faculty members about content and teaching practices.

**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 college makes constant efforts to enhance delivery of curriculum to the students.
- Supporting infrastructure has been provided for use of ICT in teaching.
- Wi-Fi facility is provided on the Campus to access online educational resources especially in the classrooms.
- In the beginning of the academic year, a few sessions are conducted by all the teachers to familiarize students with fundamental components/concepts relevant to the subject.

- For the students, additional need based remedial, intensive coaching and practice sessions are arranged to strengthen the understanding of concepts.
- Combinations of various teaching methods are used for effective delivery of curriculum to the students.
- Experts are invited to make the topics more meaningful and interesting e.g. a share broker is invited to explain about working of the share market.

**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 institution has collaboration with the industry, university, research bodies and other organizations to get experts as visiting faculty. Organizations such as IMC, NCQM, WIPRO, NESTLE, PFNDAI, PIDILITE, LOREAL, NSI are associated with the institution for conduction of seminars and workshops. Feedback received from the organization, where students are sent for internships, helps us in fine tuning the curriculum transaction. E.g. ATE Enterprises has suggested to incorporate Labor Laws and Industrial Relations in the curriculum. Responding to that concerned department has started offering an add-on course in the said subject.

**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 suggestion, etc.)**

Our Principal who was Director BCUD and Registrar of the University for four years has played an important role in curriculum designing and training. The faculty members contribute significantly in curriculum designing and development, content analysis and transaction designs as members of different bodies in the university as listed in Table 1.2.

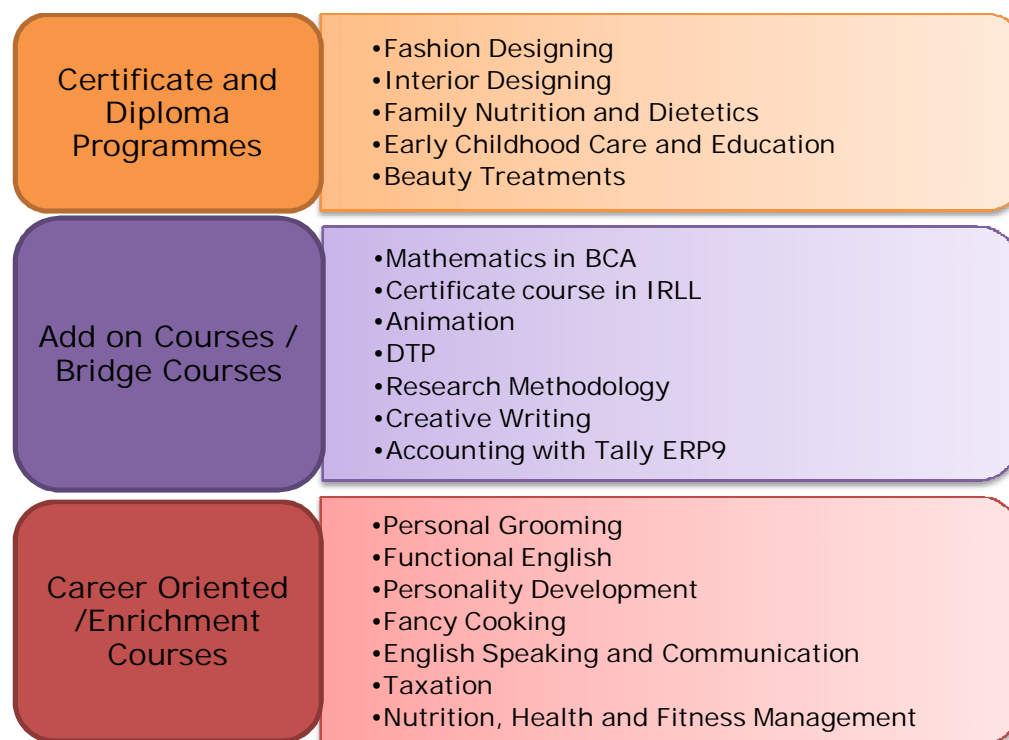**Table 1.2 Representation of college at various bodies in the university**

| Bodies | Number | Departments |
|---|---|---|
| Academic Council | 01 | Human Development |
| Faculty | 05 | Home Science (02), Commerce (02), Social science (01) |
| BOS | 07 | Gujarati, English, Psychology, Accountancy, Food Science and Nutrition, Human Development, Commerce |
| Special Invitees | 06 | Media Studies, Computer Applications, Economics, Sociology, Interior Designing and Foundation Courses |

Feedback received from students, alumni and industries is communicated to concerned bodies through these representatives to initiate changes. In the subjects where there is no teacher representative on BoS, the feedback is conveyed by teachers to concerned BoS.

**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 of the process ('Need Assessment', design, development and planning) and the courses for which the curriculum has been developed.**

The college offers many certificate / diploma porgrammes to women and add on courses to regular students as listed below. These programmes are introduced after need assessment survey, feedback received from students, teachers, industry mentors and other stakeholders. The curriculums for the various courses are designed by a panel consisting of two experienced teachers and an expert from industry. The curriculum is periodically reviewed and revised based on feedback received from stakeholders.

**Fig. 1.1 Courses/ Programmes offered by college**

| Certificate and Diploma Programmes | • Fashion Designing<br>• Interior Designing<br>• Family Nutrition and Dietetics<br>• Early Childhood Care and Education<br>• Beauty Treatments |
| --- | --- |
| Add on Courses / Bridge Courses | • Mathematics in BCA<br>• Certificate course in IRLL<br>• Animation<br>• DTP<br>• Research Methodology<br>• Creative Writing<br>• Accounting with Tally ERP9 |
| Career Oriented /Enrichment Courses | • Personal Grooming<br>• Functional English<br>• Personality Development<br>• Fancy Cooking<br>• English Speaking and Communication<br>• Taxation<br>• Nutrition, Health and Fitness Management |

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

The institution ensures fulfillment of the objectives of curriculum on regular basis through departmental and faculty meetings with Vice-principals and the Principal. Checking of Teachers' Record Book helps in analyzing and ensuring effective implementation and achievement of objectives stated in the curriculum. Progress and anomalies in implementation of teaching plans and academic calendars are noted and corrective actions are taken.

**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.**

In order to reach the goals stated and keeping in mind the changing social and economic environment, the college continuously strives to offer programmes. Certificate/diploma/skill development programmes are introduced keeping in view the demands of the job market as well as to train students to become entrepreneurs. Add-On/Bridge Courses strengthen the foundation of the knowledge and improve their job profile. The broad aim of enrichment programmes is to train students in core competencies and soft skills while giving them value education to lead successful professional and personal life.

Certificate Courses in Functional English and Basic Computer Skills are offered to all students across disciplines. Some departments conduct programmes relevant to their field as given below:

**Table 1.3: Add-on / Enrichment programmes offered:**

| Class | Name of the programme |
|-------|----------------------|
| B. Sc | Personal Grooming |
| B.Com | Taxation |
| BCA | DTP, Animation |
| BMS | DTP, Research Methodology |
| BMM | DTP, Creative Writing |
| M.A | Industrial Relations and Labour Laws |
| M.Com | Accounting with Tally, ERP9 |

**1.2.2 Does the institution offer programmes that facilitate twinning/dual degree? If 'Yes', give details.**

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**

- **Range of Core /Elective options opted by the college**

**Table 1.4: Range of Core /Elective options opted by the college**

| Programmes | Core Options / Electives |
|---|---|
| B.A | **Core Options:** English and Foundation Courses<br>**Discipline Components:** Hindi / Gujarati / Economics / Psychology |
| | **Electives:** History/ Marathi/ Child Development / Meal Management / Sociology |
| **B.Com** | |
| I Year | **Core Options:** Commerce, Accountancy, Economics |
| | **Electives:** Mathematics / Commercial Geography / Office Administration (Vocational) |
| II Year | **Core Options:** Commerce, Accountancy, Economics, Business Law |
| | **Electives:** Advertizing / Industrial Psychology / Marathi / Gujarati / Office Administration (Vocational) |
| III Year | **Core Options:** Commerce, Economics and English |
| | **Specializations:** Auditing / Computer Applications / Office Administration (Vocational) / Company Law (till 2014) |
| B.Com with Accounting and Finance | All papers are compulsory |
| B.Sc Home Science | **Core Options:** English and Foundation Courses<br>**Specializations:** Human Development / Food Science and Nutrition / Resource Management |
| BCA | **Electives:** E-commerce / Artificial intelligence / Web Technology |
| BMM | **Specializations:** Journalism/Animation |
| BMS | **Specializations:** Finance/Human Resource |
| M.A | Industrial Psychology |
| M.Com | **Specializations:** Finance/Human Resource |
| • **English is a compulsory subject and the institution offers flexibility to choose English (Higher Level or Lower Level) to the students.**<br>• **Students can choose English or Gujarati language as the medium of instruction at UG level and English at PG level. They can write examinations in English/Hindi/Marathi/Gujarati.** | |

- **Choice Based Credit System and the range of subject options:**
  It is offered at Post Graduate level and will be introduced for Under Graduates by the university from this academic year.

- **Courses offered in modular form:**
  All the programmes are designed in modular format.
- **Credit transfer and accumulation facility:**
  As per university norms, there is no such provision.

- **Lateral and vertical mobility within and across programmes and courses:**

  **Flexibility to the students to move from one discipline to another:**
  The University permits students from any discipline to seek admission to the programmes of BA, BMS, BMM and B.Sc. (Home Science). Science students with Mathematics are preferred for BCA. Students are allowed to shift from one specialization to another, provided they meet eligibility criteria specified by the University.

  **Flexibility to pursue the programme with reference to the timeframe:**
  As per the university norms, the students can avail a break of four years once during the programme to get readmission in the second or third year. The spectrum is further widened with the following provisions.
  1. If a student finds a subject difficult to cope up with or not of her interest she can change it in the second year.
  2. Students are given time concessions/flexibility as far as Add-On courses are concerned.
  3. Adjustments in examination schedule are done for students participating in NSS / NCC / Sports.

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

Yes, the institution offers following self-financed programmes affiliated to SNDT Women's University:

**Table 1.5 Self-financed programmes offered**

| Course Level | Faculty | Degree |
|---|---|---|
| Post Graduate | Commerce | M.Com |
| | Social Science | M.A. (Psychology) |
| Under Graduate | Home Science | B.Sc (Resource Management) |
| | Arts | BMM |
| | Management | BMS |
| | Technology | BCA |
| | Commerce | B. Com (Accounting and Finance) |
| Diploma | Commerce | Administration Services |

There is no difference between aided and self financed programmes in terms of admissions and curriculum. Fee structure is decided by the management

within the framework specified by the University and teachers' appointments are approved by the university.

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

To cater to the needs of the regional and global employment market, the institution offers following skill based programmes as given below:

**Table 1.6 Details of skill based programmes**

| Course | Class / beneficiaries | Duration |
|---|---|---|
| Basic Computer Skills | All students | 100 hours |
| Functional English | All students | 100 hours |
| Computer graphics | BCA | 30 hours |
| DTP | BCA | 30 hours |
| Taxation | B.Com. | 60 hours |
| AutoCAD | RM / ID / FD courses | 100 hours |
| Animation | BMM | 30 hours |
| Cyber security | BCA | 30 hours |
| Movie editing | BMM | 30 hours |

**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?**

No.

**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?**

The faculty members of the college take following efforts to meet our objective of providing quality education and to help the students become successful degree holders:
- Providing an atmosphere conducive to academic excellence
- Well stocked library with internet browsing and e-resources
- Use of various student-centric teaching methods like seminar, presentations, project works and internship
- Arranging additional lectures / tutorials for few difficult subjects like Accountancy, Economics, Mathematics and English
- Organizing co-curricular activities to build confidence, team work, social skills and inter personal skills in students

- Creating social consciousness by motivating students to participate in activities through NSS, NCC, Rotaract Club, Green Thumb Club
- Building physical well being, team spirit, endurance and dedication through games and sports

### 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 up with the needs of the dynamic employment market?

Other than offering different enrichment and add-on courses, the college also encourages students to equip themselves for the employment market by organizing and participating in various co curricular activities. College has also taken various initiatives to enhance the experience of students as listed below:
- Bilingual approach is used judiciously wherever the teacher considers it appropriate.
- Computers and LCD projectors are used for effective teaching. Audio Visual Aids are used wherever the students or teachers need to make presentations.
- There is optimum teacher- student ratio especially in specialization subjects and language classes which enables the teacher to give individual attention to each student
- Students weak in studies are identified and given special attention to improve their performance.
- Advanced learners are motivated to present papers, participate in academic competitions organized by other institutions, organize and conduct seminars/ workshops in our own college.
- Various subject experts / scholars are invited to interact with the students.
- Basic computer skill training is given to the students to enhance employability.
- PowerPoint presentations prepared by teachers for classroom teaching, scanned and hard copies of university question papers are made available in the library to students for reference.
- Internships are arranged in renowned companies / institutions where many a times the students are absorbed.
- Coaching for competitive examinations and library facilities are provided with the help of UGC grants.
- Training programmes by the industries are organized to enhance the employability skills.
- Career Guidance and Placement Cell proactively helps students in finding suitable placements.

### 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?

Many of these issues are part of the curriculum and in addition to that, the college makes sincere efforts to sensitize students about socially relevant

issues with the help of the different units like Green Thumb Club, Population Education Club, NSS, NCC and Rotaract Club.

**Gender issues**:  Gender specific issues are addressed by the curriculum itself through foundation course on Women's Studies across disciplines and they are effectively transacted to the students both in the classroom and outside. Movies portraying gender related issues are shown; various activities are organized every year through programmes such as Jagar Janivancha (reinforcing awareness of gender issues)

**Climate change and Environmental Education**: 'Environmental studies' is a compulsory paper for all undergraduate programmes. The college organizes lectures, seminars, field visits and study tours on issues related to agriculture, global warming and food security to sensitize the students about climate change.

**ICT**: Some of the degree programmes offered by us have ICT as an integral component of the curriculum. In addition the students also undergo 100 hours of compulsory computer training. The college has four computer labs equipped with 194 computers. Classrooms and seminar rooms are equipped with LCD projectors and interactive boards. College has state-of-the-art multimedia studio. All IT related infrastructure ensure active student participation in the teaching-learning process. Workshops are organized for the students and faculty to enable effective use of ICT in teaching-learning.

**Human Rights**: A module on human rights is part of curriculum of foundation course. Special talks are arranged to create awareness about human rights.

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

Please refer to Fig. 1.1

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

- Feedback received from the food industries has helped us to change focus of the course "Food Product Development" from general new product development to need based new product development. E.g. Protein enriched chocolates and chikkis were developed for differently-abled children at NASEOH.
- As per the demands of students from Commerce faculty, training in analysis of annual reports of listed companies is given to help them understand balance sheets.
- Add-on courses in Animation, Functional English, DTP, Creative Writing, IRLL are started keeping the job market demands in mind.

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

The quality of enrichment programmes is monitored by coordinators through meetings with stakeholders as well as from the feedback of students and experts.

**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?**

Many senior faculty members on the Boards of Studies, Faculty and Academic Council of the University, contribute in the process of syllabi restructuring process. Workshops are organized by college for the teachers on various subjects on content analysis of the curriculum and blue print making. This helps to assign weightage for each module/unit. Senior faculty members appointed by the university as LIC members obtain feedback on curriculum and the same is conveyed to the university bodies.

**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 college obtains informal feedback from the students, alumni, parents, employers / industries, experts from academics in the context of curriculum for various subjects. This feedback plays a valuable role in the planning for add-on courses and use of techniques and methods for teaching-learning process.

**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?)**

The college has introduced two new undergraduate courses as given below in the past four years.

**Table 1.7: New programmes started in 2013-2014**

| Name of the Course | Rationale |
|---|---|
| B.Com. with Accounts and Finance | Since there is more demand for professionals in the field of accounts and finance and animation, these courses were started. |
| Animation as a Specialization in BMM | |