



## Criterion I

### Curricular Aspects

*“Instruction ends in the school-room, but education ends only with life”*

**Frederick W. Robertson**



## Curricular Aspects

### 1.1 Curriculum Planning and Implementation

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

#### **Vision Statement**

*“Education for All, Education for the Youth, Education for the Future of Our Country”*

#### **Mission**

*‘To serve the society at large and students belonging to linguistic minority in particular with commitment, dedication and devotion. The institution aims at providing overall education from KG to PG to Ph.D.’*

#### **Objectives of the College**

- *To impart quality education and valuable services in the field of education*
- *To attain community and social development*
- *To ensure and inculcate perfect discipline among students*
- *To aim for overall performance development of students*
- *To inculcate moral values among students*
- *To enable them to face the challenges of a competitive world*
- *To help them in discovering their latent talents and*
- *To instill awareness about social and ecological issues and help them in being socially conscientious citizens.*

Vision and Mission statements are communicated to the students, teachers, staff and other stakeholders through board displays, prospectus, college’s website, notices, orientation lectures and parent-teachers meetings. It is displayed at the main entrance and every floor of the college building. The college has a defined Quality Policy. This is framed and put up in prominent places all over the College. Though the curriculum is designed by the University, the goals and objective of the college are conveyed to the students by the teaching faculty by teaching beyond classroom and beyond the syllabus.



**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 follows a very systematic plan to develop and deploy action plans.

- In the beginning of the academic year, the college prepares an academic calendar comprising of the entire schedule for the year.
- Every faculty member prepares a teaching plan, showing month-wise topics to be taught.
- These plans depend upon the syllabus prescribed by the University and the number of lectures allotted by it.
- At the end of every month, the monthly monitoring sheets are prepared; showing the actual number of lectures engaged by every faculty member in the month.
- It is compared with the teaching plan, to find out whether there is any gap between the number of lectures planned and the number of lectures actually executed.
- It also shows the actions to be taken to cover up the gaps if any. For effective implementation of the curriculum, the classroom teaching is also supplemented with seminars, projects and study tours.

**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?**

For affiliated Colleges like ours, the University prescribes the syllabus which specifies the number of lectures, list of recommended books and bifurcation of internal and external marks. The College effectively translates the curriculum through class room teaching, seminars, workshops, innovative teaching practices such as LCD projectors, OHP, group discussions, etc.

The University regularly informs the College about all the changes in the curriculum, so that the College can implement them.

The College has definite procedures like Teaching Learning Plans, Monthly Monitoring Sheets to ensure effective translation of curriculum.

Teaching faculty is in the Board of Studies and workshops are conducted jointly by the College and University Board of Studies to create awareness among teachers about the new curriculum.



**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.**

As stated above, the College follows a meticulous plan for effective curriculum delivery. It prepares an academic calendar showing the details of the entire year's schedule. The faculty members prepare teaching plans and these plans are monitored against monthly monitoring sheets. All the University correspondence is completed in a time bound manner.

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

The College regularly organises guest lectures and seminars. Experts from the industry and the academic fields are invited to talk to students and the faculty. It also organizes industrial visits for students. The effectiveness of operations is made possible through regular deputations and correspondence with the industry, research bodies and Universities.

**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 College is affiliated to University of Mumbai. The Board of Studies develops and restructures the curriculum as per the guidelines of statutory bodies. There is limited scope for developing and restructuring the curriculum. Some faculty members have contributed to curriculum design and development through memberships in University bodies. Whenever a new syllabus is framed or existing syllabus is restructured the faculty communicates their suggestions to the Board of Studies. The faculty actively participates in the workshops or curriculum design and restructuring conducted by University or other institutions.

Principal Dr. (Mrs.) Ancy Jose is the Chairperson, Board of Studies in BMM, University of Mumbai. Vice- Principal Dr. G.K.Kalkoti and Dr. Varsha Ainapure are the members of the Board of Studies of University of Mumbai in Economics and Accountancy respectively.



They regularly attend the board meetings and contribute to the revision of the syllabus.

**Table 1.1**  
**Teaching Staff as Members of Board of Studies/Syllabus Framing Committees/Paper Setters**

Sr. No.	Name	Department	Member (Board of Studies)	Member (Syllabus Framing Committee)	Paper Setters
1	Dr. Ancy Jose		Chairperson BMM (University of Mumbai)		
2	Dr. G.K Kalkoti	Economics	Business Economics	Economics paper IV	Chairman for M.Com-I (2009-10, 10-11)
3	Mr. Vijay Suchak	Commerce	--	--	Chairman and Paper Setter for M.Com-I for last 10 years.
4	Dr. Bharat Pithadia	Commerce	--	--	Vocational papers (T.Y. B.Com)
5	Mr. Suresh Shetkar	Geography	Geography (years 2008-09,09-10,10-11)	Geography Paper-VIII Paper-IX	Geography Paper-VIII Paper- VI,IX
6	Mr. Prakash Dongre	Geography	--	--	Paper-IV,V (2008-09, 2009-10)
7	Dr. Moushumi Datta	Geography	--	Practical VI Paper-VII	Practical VI Paper VII
8	Mr. D. K. Vora	Accountancy	2008-09, 2009-10, 2010-11	--	--
9	Dr. Mrs. Ainapure	Accountancy	Since 2010-11	--	--
10	Mr. V. S Manudhane	Accountancy	--	--	M.Com-I (Years-2008-09, 2009-10)
11	Mr. RamnathIyer	B. Law	--	--	TYBMS SEM-V (Financial



					Management)
12	Dr. Marina Pereira	Economics	--	Eco-Paper VI Eco-Paper VII	Eco-Paper VI M.A Agri-Eco-I Inter. Eco-I
13	Mrs. Ruchi Sagar	Economics	--	Eco-Paper VIII	--
14	Dr. Vidya Shetty	Psychology	--	--	Paper-X
15	Renu Nauriyal	BMM	--	--	Press law & Ethics, Features & Opinion, Internet & Issue & Global Media
16	Nandini Podar	BMM	--	--	Copy Writing, Advertising & Contemporary Issues, Direct Marketing
17	Saurabh Deshpande	BMM	--	--	Journalism & Public Opinion
18	Prof. Mona Bhatia	BMS	Retail Management	--	Retail Management
19	Prof. G.H.Rao	BMM BBI	Operations Research Security Analysis and Portfolio Management	-- --	Operations Research Security Analysis and Portfolio Management
20	Prof. Poonam Popat	BBI	Auditing	--	--
21	Prof. Poonam Vamza	BFM	Insurance Fund Management	--	--
22	Prof. Meha H Todi	BMS	Indian Management Thoughts and Practices	--	--

**1.1. 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.**

As the College is an affiliated College, it does not have the freedom to develop the curriculum. It follows the syllabus prescribed by the University of Mumbai. Since the University has introduced Credit Based Grading System, the departments and staff members have the



freedom to frame and design the structure / method to evaluate students in the internal (40 marks) assessment. The College has also designed a completely revised curriculum with number of innovative changes which will be implemented under Autonomy.

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

Objectives of the curriculum are achieved by framing the teaching - learning plans. The teaching - learning plans are in accordance with the learning objectives stated by the University in the syllabus of each subject. Further the delivery of teaching-learning plans is analysed through monthly monitoring sheets. Regular departmental meetings are conducted to ensure that syllabus in the classes is fulfilling the stated objectives and are achieved while implementing.

## **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.**

With the goal of educating the youth for future employability, enhancing the capabilities of the linguistic minority that the College is serving and overall development of the students several certificate / diploma / skilled development courses have been started.

The College offers three streams of B.Com with specialization in:

- Accounting and Finance
- Banking and Insurance
- Financial Markets

We are conducting programs offered by IGNOU viz. BCA, MCA and MBA. We are the oral coaching centre for Institute of Chartered Secretary of India.

Certificate Programs in Certified Financial Planner (CFP), CA and CS are offered by the College. Four Add-on Courses namely, Child Care and Child Development, Computer Applications, Functional English and Travel and Tourism Management (Certificate, Diploma and Advanced Diploma) have been started. These courses give vocational training and make the students employable. Personality Development Course and Effective English Speaking Course are provided by the College as bridge courses for students moving from HSC to Degree



College. Gandhian Study Centre offers Certificate and Diploma courses to sensitize youth towards societal behaviour and norms.

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

At present twinning /Dual degree is not offered by the University of Mumbai.

**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 offered by the University and those opted by the College
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses.

The elective options provided to B.Com students are Psychology at Work, Direct and Indirect Taxation, Computer Systems and Export Marketing. Students can select any subjects. For the students of BMM, elective options include Advertising and Journalism.

- Range of Core /Elective options offered by the University and those opted by the College Subjects offered in B.Com and B.A. are the elective options offered by the University and those opted by the College
- Choice based Credit System and range of subject options  
No (Not offered by University of Mumbai)
- Courses offered in modular form  
No
- Credit Transfer and accumulation facility  
No
- Lateral and Vertical mobility within and across programmes and courses  
No



#### ✦ Enrichment Courses

Certificate Course offered by Gandhian Study Centre, Personality Development Courses, English Speaking Courses.

#### 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.

Yes, the College offers many Self Financed Programs offered by the University of Mumbai. They are as follows:

#### ✦ Courses

- ✦ B.M.S. (Bachelor of Management Studies)
- ✦ B.Com. (Accounting and Finance)
- ✦ B.Com. (Banking and Insurance)
- ✦ B.Com. (Financial Markets)
- ✦ B.M.M. (Bachelor of Mass Media)
- ✦ B.Sc. (IT)
- ✦ B.Sc. (Computer Science)
- ✦ B.Sc. (Microbiology)
- ✦ M.Sc. (IT)
- ✦ M.Com. (Accountancy and Management)
- ✦ M.A. (Economics and Geography)

#### ✦ Admission

For the regular B.Com and B.A. Courses, In-house students are given preference while giving admission. Admissions to Self-Financed Courses are based on merit.

#### ✦ Class Strength

For regular courses, number of students per division is 120 in the aided programs and 60 for Self-Financed Courses.

#### ✦ Curriculum

For both regular and self-financed courses, the University prescribes the syllabus. Projects/assignments are conducted according to the University guidelines.

#### ✦ Fees Structure

It is different for both the types of courses, according to the rules of the University.



■ **Teachers' Qualification**

It is according to the existing UGC guidelines.

■ **Salary**

It is according to the existing UGC guidelines.

**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.**

Yes, Certificate Programs in Certified Financial Planner (CFP), CA and CS are offered by the College. The students of the College as well as the students of other Colleges staying in the vicinity also take benefit of them.

**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, this type of combination is not allowed by the University.

**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 curriculum prescribed by the University cannot be changed. However, the College makes sincere efforts by offering certain additional courses/programmes that supplement the University's curriculum. The College offers four Add-on Courses, namely **Child Care and Child Development, Computer Applications, Functional English and Travel & Tourism Management (Certificate, Diploma and Advanced Diploma)** that enhance the overall development of the students and also ensure the integration of the academic programmes and the goals & objectives of the College.

The College introduced Computer Applications Add-on Certificate Course in 2001-02, Diploma in 2002-03 and Advanced Diploma Course in the year 2003-04 whereas the other three Add-on Courses (Travel and Tourism Management; Functional English and Child Care and Development) Certificate, Diploma and Advanced Diploma



Programmes were introduced in 2004-05, 2005-06 and 2006-07 respectively.

**Table 1.2**  
**Present position of the students doing various Add-on Courses in the College**

	Certificate					Diploma					Advanced Diploma				
	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09	2009-10	2010-11	2011-12	2012-13
Computer Applications	8	52	39	17	39	--	--	4	--	--	--	--	--	2	--
Travel & Tourism Mgmt.	20	6	11	16	29	--	--	14	4	6	--	--	--	--	2
Functional English	19	43	58	16	34	--	--	9	--	--	--	--	--	--	--
Child Care and Child Development	--	11	5	32	36	--	2	7	--	18	--	7	--	5	--

**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 purpose of any education system is to provide students the basic understanding and knowledge that will help mould their personality and enable them to stand on their own feet in a dynamic employment market. As said earlier, the College cannot modify any curriculum prescribed by the University, however by offering the above referred four Add-on Courses, the College attempts to prepare the learners in computer applications, soft skills, etc; and help them gain meaningful



employment. In addition, the College has started in 2011-12 two courses namely, Personality Development Course and Effective English Course mainly for the students moving from HSC to Degree Courses. These courses help them better understand and appreciate the subjects learning in English and develop their personalities. The curriculum is enriched by offering Add-on courses and Certificate programmes. Student volunteers are exposed to academic talks and discussions through the national and international seminars organized. Career Guidance Cell organizes group discussions, interviews and talks that helps students prepare for job market. Industrial visits are organized. Various events are conducted by student volunteers to improve their organizational skills.

**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 self-financing programmes are the avenues for introduction of updated curriculum in emerging areas. The faculty visits to reputed Universities and Colleges abroad and in the country which provides exposure to improve the pedagogy and curriculum. As the University syllabus offers Courses on Environmental Studies, the College provides Environmental Education to the students of all First Year Programmes. In addition, it offers M.A. in Geography and frequently organizes seminars, workshops and field tours for the students and faculty members to better appraise them about the environment, climate changes, and importance of saving precious natural resources.

The College organized an **“International Conference on Climate Change (SOPOC 12)”** on 3<sup>rd</sup> and 4<sup>th</sup> December, 2012 which was sponsored by ICSSR and Ministry of Earth Science, Government of India.

A three-member team under the leadership of Principal Dr (Mrs.) Ancy Jose, visited USA to participate in the **40<sup>th</sup> Annual Mid- Atlantic Regional Association for Asian Studies (MARAAS)** Conference on “Human Rights and Social Justice in Asia” held at Princeton University in New Jersey, USA on 22<sup>nd</sup> & 23<sup>rd</sup> October, 2011. Principal Dr. Jose chaired the panel discussion on “Human Rights of Women in India: A Case of Social Injustice” and also presented a paper titled “Human Right of a Girl to Live: A Case Study of India”. Dr. G.K.Kalkoti presented a paper on “Financial Independence of Women- A Case Study on Lijjat Papad in Mumbai” and Dr. Moushumi Datta presented a paper titled “The Right to Education of Women: A Case Study of India”. The Conference concluded with Presidential Roundtable discussion on “Perspectives on the March 2011



Earthquake, Tsunami and Nuclear Disasters in Northern Japan” by Eleanor Kerkham, University of Maryland.

The College organized a UGC Sponsored National Seminar in September-2009 on “Women rights in Modern India.”

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

- ✦ Moral and Ethical Values
- ✦ Employable and Life Skills
- ✦ Better Career Options
- ✦ Community Orientation

##### ✦ Moral and Ethical Values

- The College organizes from time to time talks and guest lectures of spiritual leaders for the benefit of the students. **On 10<sup>th</sup> January, 2012 Swami Sarvalokananda Maharaj, President- Ramkrishna Math, Mumbai was invited to address the students and staff on the “Importance of Value Education”.**
- A Presentation on “Power of Thoughts to eliminate Stress” by Tejgyan Foundation was organized by the English Literary Association of the College on 18 December, 2012.
- The College organized a talk by Mugdha Godse on removing ‘Exam Anxiety and Suicides’ under the aegis of the Women Development Cell on 10 February, 2010.

##### ✦ Employable and Life Skills

- As reported above, the College offers Certificate, Diploma and Advanced Diploma Programmes in computer Applications, Travel and Tourism Management, etc; in addition to offering Personality Development and English Speaking Courses.

##### ✦ Better Career Options

- The College is an Oral Coaching Centre for CS Foundation & CS Executive Programmes of the Institute of Company Secretaries of India (ICSI). It also conducts, in association with Ambition Learning Solutions, Certified Financial Planner (CFP) and Certificate Programme in Financial Markets.
- The College, through its MKES Institute of Management Studies and Research, has tied up with Young Buzz, a premier career counseling firm and started Career Counseling and Guidance Centre to help



students prepare for GRE, GMAT, SAT, TOFEL, etc; which may help students seeking to study abroad.

All the above efforts aim at providing students with better career options.

#### ✦ Community Orientation

- ✦ The College, through its NSS Cell, Gandhian Study Centre and College's Social Responsibilities (CSR) Programmes, make sincere attempts to impart in students Community Orientation and develop sensitivity towards Socio-Economically deprived people of the society.
- ✦ The College conducted a signature campaign in support of the Delhi victim in January. This sensitized the students towards the burning issue plaguing the country.

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

The College has established a practice of regularly taking feedback from its main stakeholders i.e. the students. Though the College cannot change its curriculum, but on the basis of basis of the feedback received, attempts are made to enrich it. For instance, the Diploma and Advanced Diploma Programmes under the Add-on courses were started by the College on the basis of the Students' feedback. In mentor meetings parent's feedback is taken and changes are made within the framework of University guidelines.

On similar lines, the English Department of the College jointly organized a 'Syllabus Revision Workshop in Business Communication for F.Y.B.Com students' with the Board of Studies in English of the University on 4 July, 2012, this put forth the views of the University and Board of Studies.

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

Regular feedback is obtained from the students every year by circulating a Questionnaire among them and this is constantly monitored by the College through the coordinator.

### **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 College implements the new syllabi as and when the University introduces/revises it. Though the curriculum is designed by the University, the goals and objectives of the College are transmitted to the students by the efforts of the faculty by teaching beyond classroom and the curriculum. Three faculties are members of the Board of Studies and four are members of syllabus framing committees in their respective subjects. All other faculties also contribute to the content of the University Syllabus by attending workshops and training programs. They influence and incorporate suggestions in the course of teaching and learning process. The self financing programs allow avenues for enabling us to update curriculum to imbibe contemporary issues / areas. Realizing the importance of academic flexibility, efforts are being made to attain academic autonomy. The College has already submitted the proposal for conferment of Autonomous Status to the University of Mumbai.

The classroom teaching is supplemented with seminars, projects, educational tours, industrial visits and field study. They help in generating students' interest in the subject and understanding the subjects in a better way. Orientation programs are conducted for first year BA and B Com students every year, at the beginning of the academic year. These programmes are helpful to ensure that students and their parents are aware of the system of the University that has been overhauled three times in the past five years. Access to library with updated books contributes to the communication of the syllabi to the students.

Internal Academic Audits are conducted every year. All the teaching staff members submit semester teaching plans for theory as well as practical classes to the Heads of the Departments. At the end of every month, Monthly Monitoring Sheets are collected from the teaching staff to supervise the Teaching Learning process. If there are gaps in the planned schedule of lectures and the actual lectures taken the teachers take extra lectures and the record of the same is also submitted to their respective HODs. Trends in the performance of the students, improved reports through internal academic audits and immediate corrective actions help the College to analyze whether the stated objectives of the curriculum are achieved or not.

In this way the College ensures that the design and development of the curriculum are implemented in a systematic manner.



**1.4.2 Is there a formal mechanism to obtain feedback from the 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 programs?**

Feedback on curriculum from students is obtained through formal questionnaires, open forum of student’s council and suggestion box. The College has a mechanism to collect informal feedback from Alumni, Parents and other stakeholders to incorporate their views in the overall development of the College. IQAC is in- charge of developing tools for obtaining feedbacks. Special formats are used for parents to provide their views during mentor meetings. The IQAC presents the consolidated feedback response in the IQAC meetings. The curriculum which is developed and designed for the autonomous status of the College is based on the feedback received. Faculty regularly attends Board of Studies meetings to communicate to University their ideas about enrichment of curriculum.

**1.4. How many new programs/courses were introduced by the Institution during the last four years? What was the rationale for introducing new courses/programs?**

The following new programs /courses were introduced in the last four years

College has applied for LL.B Course of three years and five years and also for an additional subject in T.Y.B.Com Operation Research. Whenever new courses are applied for it is with the view of enhancing the quality of education that a student gets from the College. Employable skills and soft skills also are considered. The rationale being to create a learning environment so that the student is a better human being and the employer and society benefit from his contribution.

**Any other relevant information**

- The College is well respected by the community; many individuals, organizations and NGOs donate generously for different endowments for students to reward their academic and sport initiatives, efforts and victories.
- Various state level, national level and international level associations are working in collaboration with us in our academic and social endeavours. This is recognition of the goodwill the College enjoys in



the society in general and students in particular which has been achieved by through multiple activities in the College.

- The College under the guidance of its management and leadership of its principal is forward looking and its plans are aligned to the future betterment of the youth.