

“Marching towards performance excellence”

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Shri M.D. Shah Mahila College, Malad, Mumbai.
1st Prize at BEQET-2011 competition

For any academic institution its results are always a major concern area. The downfall of our results in 2007-2008 lead to the urge of having an introspective analysis. An immediate meeting with the teachers and management helped to identify the KPA's which were to be catered immediately.



Teachers, students and management were involved in the process. Several brainstorming session laid to designing of the project outline. A PDCA cycle was to be followed for execution of the project.

Thus the project definition was framed

“Creating a system to enhance the journey towards excellence by quantifying the success of KPA'S like results, placements enrollments & dropout rate.

The project idea was executed by working on :

Personal competence including self awareness & self management ,

Social competence by working on social awareness & relationship management.

The more we understand the beauty & blemishes, the better we are able to achieve one full potential. As in the loop holes in the infrastructure, behavioral attributes of teachers, the onus and belongingness to the organization was lagging due to more number of part timers. Arranging for faculty training & workshops, recruitment of full time teachers and such other programs helped to enhance faculty development.

Real results come from putting your momentary needs on hold to pursue larger more import at goals. Repeated performance observations for individual students and multiple cohorts provided a means of controlling explicitly for student heterogeneity. Self devised examination module like on-line examination system was inculcated. These devised systems will ensure their fruitful results for the years to come.

Listening & observing are the most important elements of social awareness. Frequent interactions with students not only for academics but otherwise, like for personal mentoring sessions, health of the project.

The weaker the connection you have with someone the harder it is to get your point across. The difference between an interaction & a relationship is a matter of frequency. This was well understood when the number of PTM'S were increased. They have become an integral part of the system where their views, feedbacks are frequently called for. With the combine efforts of teachers, students, parents and management we were able to achieve improvements in our KPA's.



Achievements after the execution of the project.

This project helped to gain remarkable results. And also helped to improve teamwork and positive approach towards building a healthy work culture. An observable change in behavior of students have also been observed.

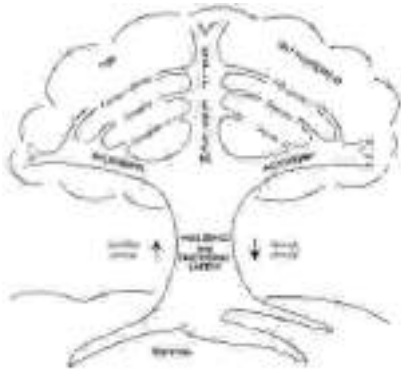
“Raising The Bar Of Existing Values”

Ms. Geeta Patil & Ms. Shubha Acharya

Shri M D Shah Mahila College, Malad, Mumbai.

2nd Prize at BEQET-2011 Competition

Values imbue life with timeless beauty and meaning. Values are those principles or standards, which help to better the quality of life. Values codify the dos and don'ts of behaviour. They form the basics of character formation and personality development. The values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. Inextricably caught in the python-grip of corruption, today our nation is stricken by a value challenged society. Therefore, to contemporize value based education and integrate it with the curriculum for higher education is the crying need of the hour. It was January 2009 and the awarding of 'A' grade by the NAAC Committee which seemed like a beautiful dream come true for Shri MD Shah Mahila College of Arts and Commerce. The following months were a testimony of human tendency – complacency in all work procedures. The 'voices of warning' arose from within when minor issues like dishonesty in students, indifferent attitude among teachers and such like behaviour began raising its head. Thus the need was felt to raise the bar of existing values.



According to Maslow's theory, after survival and emotional safety, people look for belonging (connectedness, empathy, and acceptance) and autonomy (choice, mastery, self-efficacy). Belonging is connected to fun, and autonomy to self-fulfillment. But critically the survival needs are at the root of all progress towards self actualization. Nurturing well being and emotional safety, connectedness, empathy and acceptance was the highlight of the project undertaken by the Quality Circle. Thirteen

departments of the college (Arts and Commerce stream) with 3000 students, parents group and community explored, lived and experienced VALUES during the year through activities like street plays, quiz, poster displays, slogan writing, collaborative work with outside agencies, expert lectures and so on. The major impact of the program was the unified efforts of students, parents, administrators and parent group.



The array of New Age values which fulfils the requirements of the present world includes gender equality, inculcation of scientific temper, protection of environment, health care, observance of family values, removing social barriers, law and constitutional obligations, preserving Indian culture, cleanliness, knowledge of freedom movement and national and international integration. A project of this nature expects involvement of the entire institution i.e teachers, students, management, community and parents. The project also needed to have a sustained effect. Therefore, a year long programme with an aim 'to instil, imbibe and live the values' was planned and systematically executed. The culmination of this project was an exhibition titled VALUING VALUES. A three member auditor's team assessed the annual work and the final evaluation was based on the exhibition and results of a pre test and post test analysis. A scientific approach towards accomplishing the objectives of the project through Check sheet, Histogram, PDCA cycle and Brainstorming helped the smooth functioning of the project. It was not only a learning experience for all but also a “value” enhancing exercise.

The project helped to promote a spirit of togetherness, built a sense of belongingness, teamwork through training in value enhancement while breaking the barrier of resistance to change and developing in each individual a positive approach towards their commitment.

To improve attendance of students for the 100-hours computer training

*Dr. Suman Jain, Ms. Archana Pathi, Ms. Madhavi Sathe, Dr. Daxa Dave, Mr. Vasant Pansare,
Ms. Gouri Mohan and Ms. Rajani Kanojia*

Smt. Maniben M.P. Shah Women's College of Arts and Commerce, Matunga, Mumbai..
3rd Prize at BEQET-2011 competition

PROJECT TITLE: To improve attendance of students for the 100 hours computer training from 5% to 50%

PROBLEM AREA: Underutilization of the Computer Laboratory and forfeiture of computer fees paid by the students every year.

PROJECT DEFINITION: To ensure optimum utilization of the Computer Laboratory facilities and to safeguard the computer fees paid by the students every year.

PROJECT STARTED ON: June, 2010

PROJECT CLOSED ON: June, 2011

BENEFITS AIMED: i) To improve attendance of students ii) To increase computer skills iii) Students must fully utilize the facilities for which they are paying.

PROJECT DIAGNOSIS: The team members Dr. Suman Jain, Mrs. Archana Patki, Mrs. Madhavi Sathe, Dr. Daxa Dave, Mr. Vasant Pansare, Ms. Gouri Mohan, and Ms. Rajani Kanojia met during 15 held during the span of the project period.

To comply with the directives of the Directorate of Higher Education and SNDT Women's University, 100 hours of computer training was started from the year 2006-07. A new Computer Laboratory with 30 Computers was set up. The syllabus used for teaching was as recommended by the University. Two trainers were appointed and salaries paid on consolidated basis. Every student paid a fee of Rs. 500/- each year for this training. The following observations were made:

| 2006-08 Regular classes were being conducted | 2008-09 Classes were not conducted regularly |
|----------------------------------------------------------------|------------------------------------------------------|
| Training sessions of different batches of students overlapped. | Students were not regular in attending the training. |
| Training sessions overlapped with other regular classes. | The trainers were ineffective in conducting classes |

CAUSES IDENTIFIED, SOLUTIONS EVOLVED & EXPERIMENTED

| Causes | Tools Applied | Evolving Solutions | Tools Applied | Experimenting Solutions | Tools Applied |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------|---------------------------------------------|
| Timetabling of computer lectures not planned | | To streamlining Computer Training Time Table | | The computer time table was restructured and in-corporated into master time table | |
| Lack of awareness amongst students | Observation Brainstorming Fish bone diagram Check list | To make students aware of the importance of the Computer Training and encourage and motivate them. | Brainstorming Flow Chart | Teachers encouraged student to attend training | Brainstorming, Flow Chart, Check list |
| Students of Computer Applications found the training and the syllabus a repetition. | | To monitor the attendance of students and establish a feedback mechanism. | | Regular attendance records were maintained | |
| Ineffectual and Underutilization of staff | | To appoint competent and qualified trainers | | Infrastructure was upgraded | |
| Outdated Infrastructure | | To update infrastructure | | Feedback form was used to collect response from students. | |

| Sr. No. | Details | 100% | 5% | 46% |
|---------|---------------------------------------|----------|------------|-----------|
| 1. | Number of students | 1700 | 85 | 782 |
| 2. | In terms of salaries paid to trainers | Rs. 99/- | Rs.1977/- | Rs.215/- |
| 3. | In terms of maintenance | Rs.101/- | Rs. 2018/- | Rs. 219/- |
| | Total | Rs.200/- | Rs. 3995/- | Rs. 434/- |

| | 2009 – 2010 | 2010 – 2011 |
|----------------------------------|-----------------------------------|-----------------------------------|
| Average no. of classes conducted | 6 out of 40 for each class/ batch | 32 out of 40 for each class/batch |
| Average class attendance | 5% | 46% |

INTANGIBLE BENEFITS

- The institution's satisfaction on giving value for money to the students.
- Student happiness.
- Sharing of knowledge amongst team members.

ENLARGING APPLICATION

- We had aimed at improving attendance to at least 50% though we could achieve only 46%. Thus we need to improve upon and sustain our efforts to make sure that more and more students avail of the facility in college.
- A similar plan of action will be utilized for effective implementation of remedial coaching.

AUDIT SCHEDULE & IMPLEMENTATION

- Regular checks on attendance every month.
- Follow up on feedback and taking corrective action.
- Regular meetings and interaction with trainers once a month.

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For any queries, please contact :

Mr. Uday Gaitonde, Executive Director at ed@ncqm.com / ncqm@vsnl.com

“Enhancing Interpersonal Relationships Among Teaching Staff”

Dr. Chanda Gokhale, Ms. Kusum Dharamshi, Ms. Snehal Barai, Ms. Meena Kheatni & Ms. Madhavi Vaidya

S.P.N. Doshi Women's College of Arts., Ghatkopar, Mumbai - 400 086.

Consolation Prize at BEQET-2011 competition

Interpersonal relationships are integral in any organization. In an educational institution interpersonal relationships gain special importance, as human interactions are on a larger scale. The relationships occur at three levels – academic faculty, students and the administrative staff. Cordial relationships between them and within them are essential for functioning of the institution. The quality cost to the institution is in terms of stressful work environment leading to reduced work efficiency.

In the year 2011, we the team members comprising of Dr. Chanda Gokhale, Ms. Snehal Barai and Ms. Madhuri Vaidya under the able guidance of our Principal, Ms. Kusum Dharamshi and our trustee Ms. Meena Khetani decided to look into the most fundamental issue that is - the interpersonal relationships by taking it up as a project. The students are the primary stakeholders and the academic faculty interactions with them are important for student's performance and the impressions students carry when they leave college. Beside the professional knowledge of a teacher, the relationship of the teacher with the students assumes a significant dimension. Hence, we decided to restrict our project only to teaching faculty and students – interpersonal relationships between the teaching faculty and the interpersonal relationships of the teaching faculty with the students whom they teach. Our aim was to improve interpersonal relationships between and within faculty and between the faculty and students.

We planned for 15 meetings and were able to have the meetings as per our plan. There was 80 % attendance of the team. The project commenced on 24th March, 2011. It was scheduled to be over by 21 June, 2011. However, project ended by 22nd September, 2011. The team had brain storming sessions to identify the areas that determine the interpersonal relationships. Four areas were identified, they were – personal, home

environment, work related and double responsibility. Then, possible causes that influence the relationships were further identified under each category or area.

An opinion poll was conducted with the staff members to find out which is the major area among the four that affects interpersonal relationships. 89 % of the staff was of the opinion that inherent nature of an individual falling under personal category was the major determinant that influences interpersonal relationships.

The team members thus decided to focus on inherent nature of the individual as a major area of intervention. Brain storming sessions were held among team members to identify attributes that reflect inherent nature of an individual.

The team members identified: 13 attributes with students and 11 attributes with colleagues that reflect inherent nature affecting interpersonal relationships of the teaching faculty.

The 13 attributes reflecting inherent nature with respect to students were - Regularity, Punctuality, Use of cell phone in Class, Cooperative, Verbal Communication, Non verbal Communication, Approachability, Flexibility, Understanding, Positive Attitude, Encouraging, 'Let go' Attitude and Open to Suggestions.

The 11 attributes reflecting inherent nature with respect to interpersonal relationship between staff were - Punctuality, Co operative, Verbal communication, Non Verbal Communication, Approachability, Flexibility, Understanding, Positive Attitude, Encouraging, 'Let go' Attitude, Open to Suggestions.

We then prepared a checklist for peer evaluation listing 11 attributes and checklist for students listing 13 attributes. A 6 point scale was used ranging from: Never -1, Rarely -2, Occasionally –3,

Sometimes –4, Frequently –5, and Always –6.

Checklist was administered to faculty for peer evaluation and to students for teacher evaluation. Out of the 13 attributes and 11 attributes respectively we were able to identify four major areas - Positive Attitude of the teacher, 'Let go' Attitude of the teacher, Verbal Communication of the teacher and Non - Verbal Communication of the teacher.

The solutions evolved were: Personal counseling of the faculty by trained psychologist, one to one talk with the Head of the Institution and a series of sessions on 'Self Unfoldment' covering the four above mentioned areas. The sessions are conducted by Mr. Prasad Deole, soft skill trainer for the corporates, with an experience of about 10 years. The sessions are based on Swami Chinmayananda's discourses from a book titled 'Self Unfoldment'. The sessions are still being continued since July 2011. 15 faculty members are regularly attending this, held once a week and for one and half hour session.

The team then decided to perform the post intervention by administering the identical checklist for peer evaluation. Our target was on improvement in relationships from a score of 2.3 to 5.0 on the 6 Point Scale. We were able to achieve the score of 3.4 from the baseline score of 2.3. A self reflection was also carried out of our colleagues attending the sessions. They have started self introspection and have become aware of the shortcomings in their personality. As a team it has been a rewarding experience for all of us.

We are aware of the challenges, just to name – poor participation of the faculty in the sessions, sustenance of amicable relationships, individual variation, feasibility of continuous intervention and the entire process being slow. We are hopeful that our success will motivate others to participate in the sessions and the extension of the sessions to administrative staff.

Finally, we are grateful to our authorities for excellent guidance and support. We thank our students for their valuable participation.

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“Remedial Coaching towards social equality and socio-economic mobility”

*Dr. Satish Sarfare, Ms. Benita Fernando, Dr. Geeta Madhavan, Dr. Sandhya Jain,
Ms. Rajani Mathur, Ms. Suchitra Roychoudhary, Mr. Abuzar Ansari*

S.I.E.S College of Arts, Science and Commerce, Sion, Mumbai

Consolation Prize at BEQET-2011 competition

Problem Area: A majority of the students in our educational institution come from strata where opportunities for quality education are so limited that weakness in academic performance is inevitable. Many of them come from economically underprivileged families, have formerly studied in vernacular media or are first generation learners of English in their families.

Project Definition: This Institution recognizes the SC/ST/OBC and Religious Minorities as the most backward groups needing educational upliftment for social equality. Further, current social scenario demands the necessity to protect and foster the interests and needs of the above groups to bring them at par with the majority. Remedial coaching at Undergraduate and Postgraduate level to be provided free of cost for educationally backward students belonging to Scheduled Castes/ Scheduled Tribes/Other Backward Caste and Minority Communities. The Remedial Coaching scheme aims at improving the academic skills and linguistic proficiency of the students in the various subjects and raising their level of comprehension in such subjects where quantitative, technical and laboratory work is involved and to reduce their failure and dropout rate.

Project Start Date: Remedial Coaching for Communication Skills in English has been designed as a series of sessions that were conducted on a continuous basis across the last two years (2010-11; 2011-12). Sessions have been conducted from 8th July 2010 to 30th July 2010, 11th August 2010 to 30th August 2010, 21st January 2011 to 5th February 2011, 29th August 2011 to 24th September 2011. The sessions were

scheduled according to the convenience of the students so that they don't clash with their regular lectures.

Benefits Aimed:

- i) Improving academic skills and linguistic proficiency in English of the students.
- ii) Raising their level of comprehension of basic subjects to provide a stronger foundation for further academic work.
- iii) Augmenting the confidence levels of students to support their academic growth.

Benefits Achieved: It was seen in many students that they had a desire to improve their communication skills in English but lacked the confidence to do so. The classes, while short in duration, have successfully catered in instilling in the students to further their interest in developing the language. What the sessions have also further done is to break the myth that good English means British or American English. It has been stressed to all the batches that the purpose of learning a language is primarily to communicate and secondarily to impress.

Tools Applied: After schedules were drawn resource members were encouraged to choose a unit fully. The resource members were directed to meet target objectives but were asked to plan the content of the classes as they thought best. This resulted in a variety of teaching strategies ranging from the traditional and the familiar to the new age and experimental. It was also a need to keep the number of students who attended these sessions to a minimum number so that as much individual attention could be paid to them as possible. The

environment of the classes was very secure and with healthy competition. The programme caters to students across streams and classes. The sessions were customized to meet the specific demands of the students according to their curricula. It was felt that the students of Commerce and Science needed more training in basic grammar and oral communication skills to train them for viva and presentations. Students from the arts were made to focus on writing skills as well. The resource persons were sourced from within college as well as outside. We have encouraged a good mix of resource persons and encouraged them to make innovative use of traditional and digital teaching aids. Our resource persons have made use of charts, powerpoint presentations, videos and audio CDs as well. The classes were kept interactive and conversational. The classes had three focal areas: grammar, oral skills (verbal and non-verbal) and written skills. Students were taught Parts of speech in a functional manner. The programme caters to students across streams and classes. The sessions were customized to meet the specific demands of the students according to their curricula. It was felt that the students of Commerce and Science needed more training in basic grammar and oral communication skills to train them for viva and presentations. Students from the arts were made to focus on writing skills as well.

Conclusions: Students improved in their confidence and there was remarkable improvement in their communication skills. This also enabled them to put forth their queries to their respective teachers in a better and specific manner. As the remedial programme continues, it is aimed that when students from these demographics such as Dharavi and Kurla join the undergraduate programme in SIES College of Arts, Science and Commerce, they can do so with the innate confidence that the institution will help and mould them towards gaining better communication skills.

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