SELF STUDY REPORT FOR REACCREDITATION
SOPHIA COLLEGE FOR WOMEN

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MESSAGE FROM THE PRINCIPAL

Founded in 1940, Sophia College for Women has always had the empowerment of women through education at the very heart of all its efforts. To this end, we have striven over the years to develop the institution in every way so as to offer our students as many opportunities for development as we can. Our greatest strength at Sophia continues to be the emphasis we place on a holistic, personalized and value-based approach to education: the goal being to provide atmosphere and facilities in which students can grow into their best possible selves.

Some of the key elements that make Sophia so special are:

- Our committed teaching faculty that makes the processes of teaching-learning and evaluation vibrant and student-centred. The quest for excellence, the use of innovative teaching-learning methods (including Information Communication Technology) the focusing on value formation through curricular and co-curricular activities, all help to train our students in global competencies. Internal assessment is also emphasized, with project work, assignments, and regular class tests conducted through a variety of testing procedures, going hand in hand with the more traditional examinations, to give each student the chance to excel.

- Our commitment to fostering values and contributing to national development is evident from the extension services of our NSS unit, the outreach activities of the Sophia Centre for Women’s Studies and Development and the projects undertaken by SCESA (the Sophia College Ex-Students’ Association). The annual theme of the year offers a platform for discussion of current issues and students are encouraged to form and articulate their own responses and opinions on
these. Curricular and co-curricular activities are generated to develop this theme. We hope that all this will lead to the adoption of principles and beliefs that will be a part of our students’ life in the years to come. We hope too that these convictions will lead our young women to work to bring about a lasting change in the world around us.

- **Research** is another high-priority area. Three major research projects and over twenty minor research projects have been completed by faculty during the past five years. Undergraduate and post-graduate research is also given importance. Students participate in individual and group research projects, guided by their teachers, and learn the excitement and the discipline that are so integral to the process of delving deep into one’s subject and making new discoveries that contribute to joint endeavour of pushing back the frontiers of knowledge.

- With its verdant gardens and beautiful heritage buildings, the College has outstanding **infrastructure**. Major infrastructural developments include the transformation of the library into an information centre, the setting up of the ‘Sophia – Geeta Israni Centre of Quality Assurance’ and the ‘Suman Tulsiani Centre’ for research in Science and a state-of-the art Convention Centre. There is also an excellent Computer Centre in the College as well as a modern gymnasium and basket-ball court. An additional floor has recently been added to the Sophia Andersson Annexe to accommodate the newly sanctioned B.Sc.IT department and classes.

- Our students are at the heart of all our endeavours. **Student support** is fostered at Sophia by the NSS coordinator, the counsellors, the Coordinator of Student Activities and two Administrative Assistants / Wardens in addition, of course, to the faculty and administrative staff. Special facilities, including student financial aid, are available for students from socially and economically backward groups.

- **All-round development** and the opportunity to foster and nurture **leadership potential** are also very important to us. A variety of extracurricular activities, through the many Clubs and Associations and cultural and sports activities, as well as through Kaleidoscope, our inter-collegiate youth-festival, provide our students ample scope for these and help to train generations of women who are willing to take the initiative, to put in unstinting effort and the commitment, to be leaders in the best sense of the word.
A number of the suggestions made by the last NAAC peer team when they visited the College in 2009 have been taken up.

- An efficient MIS system has been introduced and the IQAC has been strengthened and streamlined so as to function more effectively.

- Some career oriented courses, like the MSCIT and MSACIT, the CLM as well as the course in bio-technology, have been introduced, in addition to the ones that already exist – QA, DCA and courses run by the Women’s Centre.

- Remedial courses are conducted, especially in the languages, to help academically challenged students.

- Regular seminars and workshops are held for faculty.

- The placement cell – Career Connections – has been working in collaboration with the Ex-Students’ Association (SCESA) to help our students perform well in the quest for jobs, and to find suitable employment once they finish college.

- Collaboration with other colleges, both in Mumbai and beyond, has slowly been developed.

- Several MOUs, either signed or in the process of being signed with universities abroad, have opened the possibilities of staff and student exchanges.

- The management and teaching faculty have been seriously considering the opportunities and challenges offered by autonomy and we will shortly be initiating the process leading towards it.

- Other suggestions could either not be taken up at this point, or cannot be implemented given the constraints within which we operate.

Sophia, as an institution today, is what it is because of the vision and effort of so many – the pioneering sisters who founded the College, the many faculty members who have become iconic in the minds and hearts of their students over the years, the student body which has changed so dramatically over the years and yet remains, so profoundly, the same. We are proud of the imposing legacy that we have inherited, and very aware of the responsibility that we bear to keep alive this marvellous tradition. At the same time, we are also filled with hope as we look ahead, determined to work towards the realisation of the dreams that we want to bring to reality.
EXECUTIVE SUMMARY

Sophia College for Women was founded in 1940 and it was the first women’s college to be affiliated to the University of Bombay. It is a Christian minority institution and welcomes women from all communities, thus giving an opportunity to any woman who wishes to pursue higher education.

The vision of the college is the upliftment and empowerment of women through education, which is perceived to be the means of both individual and societal transformation. Its mission is to provide a holistic education for all-round development. The activities – academic, co-curricular and extra-curricular – are all in keeping with the core values of higher education, and try to ensure that students passing through the portals of the college have imbibed a value system that will make them both nationally and globally competent. Creativity, innovation and entrepreneurial skills are encouraged, and this is reflected in the diversity of activities offered, and the responsibility entrusted to the students. The themes of the year, club activities linked to the goals of the college, and extension projects ensure that the students are aware of social, cultural, economic and environmental realities.

The college was first accredited by NAAC in 2003, with an ‘A’ Grade and an overall institutional score of 88%. In 2009 it was re-accredited by NAAC and scored an ‘A’ Grade with a CGPA 3.61 on a scale of 4. A summary of the criterion-wise analysis of the college in the last five years is given below:

I. Curricular Aspects: Since the last re-accreditation, we have introduced the BSc IT (2013-14); the M.Sc. Programme in Analytical Chemistry (2010-11); the PhD. programme in applied Biology, affiliated to the University of Mumbai (2008-09); the UGC-sponsored, career-oriented, add-on course (approved by the University of Mumbai) in Bioinformatics (2010-11); and the post-graduate diploma programme in Laboratory Management (CLM), affiliated to the University of Mumbai’s Garware Institute of Career in Education and Development (2013-14).

A large number of the teaching staff are involved in curricular development as they are on syllabus revision committees and attend workshops conducted by the university. They can thus help in providing a feedback of teacher and student suggestions as far as the syllabus is concerned. The curriculum of the post-graduate diploma courses and the certificate courses run by the Sophia Centre for Women’s Studies and Development (SCWSD) is upgraded and revised according to the changing needs. The Sophia Centre for Women’s Studies and Development runs Certificate Courses and outreach certificate courses. The centre keeps reviewing the response to the courses, gets a feedback as to which courses are needed and then decides to retain, drop, update or add to the courses offered.
II. Teaching-Learning and Evaluation: These are student-centred and linked to the goals and the Annual Theme of the college. The unique and innovative teaching methods include field trips, guest lectures and especially the use of ICT, films and DVDs. Most teachers use power-point presentations, Facebook, Google networks and purpose-made e-mail IDs to inform students and keep in touch with them.

Of particular note is the effort that is made, through tutorials, remedial classes and contact groups, to reach out to and facilitate learning among students who are less privileged either educationally or socio-economically. Evaluation processes continue to be known for their fairness and accuracy. While following university norms in evaluation, efforts are made to employ a variety of means for internal assessment: quizzes, presentations, viva-voce examinations, multiple-choice questions, online tests etc.

III. Research, Consultancy and Extension: for both staff and students has always been encouraged in Sophia College. During the past five years, there have been 4 major ongoing programmes and 26 minor programmes. The Excellence Programmes stress the importance of research, and departments, too, expect some research efforts from the students. They often link up with NGOs or the Sophia Centre for Women’s Studies and Development (SCWSD) for this purpose.

At the post-graduate level, research is part of the course, and students of the Life Science and Microbiology departments are encouraged to apply for research grants through various funding agencies, e.g. the Lady Tata Memorial Trust. Consultancy, too, has increased and staff share their expertise (as guest lectures, advisors, etc.) whenever they are invited.

Extension services form an integral part of the Sophia ethos. Departments, clubs, NSS, SCWSD, the alumnae are all involved in extension activities. This fosters values and contributes to national development. Various outreach activities are scheduled right through the year, and these give the students an opportunity to reflect critically on the social, economic and political environment, while also inculcating in them a sense of social responsibility and a commitment to working for a more just society.

IV. Infrastructure and Learning Resources: The college boasts of a well-maintained campus and continually strives to improve and upgrade its infrastructure. In the past five years, laboratories have been renovated, ICT facilities vastly increased and new units have been added. These include the Suman Tulsiani Convention Centre, the new floor housing the B.Sc.IT labs & classrooms, the new computer labs, and the renovation of the staff room, staff canteen and multipurpose hall. The number of
computers with internet facilities has increased and LCD facilities are available in some classrooms as well as in the AV Hall, AV Room and the Convention Centre.

V. **Student Support and Progression:** Student support, which is central to our student-centred approach to education, is fostered by the counsellors, the co-ordinator of student activities, wardens and both the teaching and non-teaching staff. Student feedback, which validates the efforts by the faculty to make teaching more student-centric, is institutionalized. This feedback covers all classes and is conducted in the computer labs, using an in-house programme that generates a quantitative analysis. Student progression was first monitored by an in-house system, but now that the MIS system is in place, admissions and examination results can be monitored by the office. Redressal, placement, and student aid are also given importance. There are a variety of extra-curricular activities, through the many clubs and associations that encourage cultural and sports activities. Thus, all-round development and leadership skills are encouraged.

VI. **Governance, Leadership and Management:** The management of the college is the Society for Higher Education of Women in India (SHEWI). The management, with the principal, provide a governance and leadership that reflects the vision, the mission and the goals of the college. It also helps in improving infrastructure and meeting budgetary deficits. Efforts are made towards achieving a more collegial approach to governance and to decision-making. The staff and students participate in governance through the various committees. The IQAC helps the process of quality assurance at Sophia. The departments conduct SWOC analyses and both staff and students are involved in this. Most important of all, while always considering the good of the whole institution, management and principal strive to foster the welfare of each individual student and staff member as well.

VII. **Innovations and Best Practices:** Through the years many innovative practices have been established (e.g. the Peace Fortnight, the Sophia Nobel orations etc.) and these underline our commitment to national development, the inculcation of values, the quest of excellence, and the fostering of global competencies. However, our uniqueness is perhaps most visible in the holistic approach to education, the personal attention given to the all-round development of each student, and the Annual Theme of the year.

**SWOC Analysis:** In analysing the progress of the college in the last five years, certain **STRENGTHS** leap to the eye. These include
• the focus on the human face of education – seen in the personal attention to each student
• a concern for the all-round development of students (through the variety of extracurricular activities and involvements available)
• the development of thought processes and critical analysis rather than simple rote-learning of facts
• opportunities offered to our students to come forward and take the lead, to develop their potential in every sphere, without fear or inhibition, since ours is a women’s college
• an emphasis on the development of strong values that will have a life-long application
• the expansion of the syllabus to include relevant reflection on local, national and global events and trends
• the encouragement accorded to research and enquiry into various disciplines at all levels
• the beautiful campus, well-maintained infrastructure and up-to-date facilities
• an extremely intelligent, highly qualified and motivated teaching staff
• a strong student-centred approach and work ethic embedded in the staff, both teaching and non-teaching, and fostered by the management
• a co-operative attitude among all the various stakeholders
• an open admission policy – we take pride in taking not only the best students, but also those with middle-level and even mediocre marks, and then, helping them to develop their academic capacities and improve their grades
• a caring and supportive management
• a good relationship with university and government officials as well as with other academic institutions
• transparency and accountability in various processes: admissions, appointments, evaluations, finances, utilisation of grants etc

There are also certain **WEAKNESSES** visible in our institutional functioning:
• finance is always an anxiety since we are a grant-in-aid college and our management is not backed by any corporate group but is a charitable trust
• since ours is a women’s college, there are certain constraints to the kind and duration of activity that can be undertaken, given the concern of parents about the safety of their daughters. E.g. overnight excursions, late field visits, study visits of longer duration, extension activities in remote, unprotected areas, cannot always be undertaken.

We look ahead to the **OPPORTUNITIES** that we see:
• networking and collaboration with other academic institutions, both in India and abroad, to offer enrichment and exchange possibilities to both staff and students
• developing our academic strengths through co-curricular enhancement of the university syllabus and research activities
• working towards achievement of academic autonomy
• networking with governmental and non-governmental agencies in the national interest e.g. participating in Project Mrityunjay – an anti-terrorist initiative started by the Commissioner of Police, Mumbai; working with an NGO for rural outreach etc
• the generosity of donors who come forward with small and big contributions to assist in projects that they perceive as worthwhile, e.g. the Student Aid Fund, upgrading of infrastructure etc

Some **CHALLENGES** are also visible:
• developing financial sustainability
• sustaining the importance and viability of the basic science and humanities programmes, given the proliferation of professional courses
• fostering peace in a world torn by conflict.

With all this, the trajectory of institutional growth and progress promises to be an exciting one, and we look forward to continuing to work towards our vision and goals.
A. PROFILE OF THE INSTITUTION

1. Name and Address of the College:

   Name: Sophia College for Women
   Address: Bhulabhai Desai Road
   City: Mumbai  Pin:  400026  State: Maharashtra
   Website: www.sophiacollegemumbai.com

2. For Communication:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Telephone with STD code 022</th>
<th>Mobile</th>
<th>Fax with STD code 022</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Dr. (Sr.) Ananda Amritmahal</td>
<td>23512642/ 23523304</td>
<td>969305889</td>
<td>23513183</td>
<td><a href="mailto:anandarscj@gmail.com">anandarscj@gmail.com</a></td>
</tr>
<tr>
<td>Vice-Principal Arts</td>
<td>Ms. Gilda Pereira</td>
<td>23512642/ 23523304</td>
<td>9892024866</td>
<td>23513183</td>
<td><a href="mailto:gilper24@yahoo.co.in">gilper24@yahoo.co.in</a></td>
</tr>
<tr>
<td>Vice-Principal Science</td>
<td>Dr. (Mrs.) Roshan D’Souza</td>
<td>23512642/ 23523304</td>
<td>9867408921</td>
<td>23513183</td>
<td><a href="mailto:roshancd@gmail.com">roshancd@gmail.com</a></td>
</tr>
<tr>
<td>Steering Committee Coordinator</td>
<td>Ms. Gilda Pereira</td>
<td>Same as Above</td>
<td>Same as Above</td>
<td>Same as Above</td>
<td>Same as Above</td>
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3. Status of the Institution:
   Affiliated College ✓
   Constituent College X
   Any other (specify) X

4. Type of Institution:
   a. By Gender
      i. For Men X
      ii. For Women ✓
      iii. Co-education X
   b. By Shift
      i. Regular ✓
      ii. Day X
      iii. Evening X
5. It is a recognized minority institution?
   Yes ☑️
   No ☒

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence.

Religious

6. Sources of funding:
   Government ☒
   Grant-in-aid ☑️
   Self-financing ☒
   Any other

7. a. Date of establishment of the college: June 1940 (dd/mm/yyyy)
   b. University to which the college is affiliated/or which governs the college (If it is a constituent college) University of Mumbai
   c. Details of UGC recognition:

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date, Month &amp; Year (dd-mm-yyyy)</th>
<th>Remarks (If any)</th>
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<tbody>
<tr>
<td>i. 2 (f)</td>
<td>December 1975</td>
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<tr>
<td>ii. 12 (B)</td>
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(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) NA

<table>
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<tr>
<th>Under Section/clause</th>
<th>Recognition/Approval details Institution/Department Programme</th>
<th>Day, Month and Year (dd-mm-yyyy)</th>
<th>Validity</th>
<th>Remarks</th>
</tr>
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<tbody>
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<td>ii.</td>
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<td>iii.</td>
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<tr>
<td>iv.</td>
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(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?
   Yes ☑️
   No ☒

If yes, has the College applied for availing the autonomous status?

Yes ☑️
No ☒
9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?
      Yes [x] No [ ]
      If yes, date of recognition: ___NA__ (dd/mm/yyyy)

   b. for its performance by any other governmental agency?
      Yes [ ] No [x]
      If yes, Name of the agency Best College, University of Mumbai
      and Date of recognition: Conferred on 09-10-2010 (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:
    | Location * | Urban |
    |------------|------|
    | Campus area in sq. mts./Area | 4 acres |
    | Built up area in sq. mts./Sq. ft | 28358.81 |
    (* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and
    provide numbers or other details at appropriate places) or in case
    the institute has an agreement with other agencies in using any of
    the listed facilities provide information on the facilities covered
    under the agreement.

    - Auditorium/seminar complex with infrastructural facilities
    - Sports facilities
      - play ground [x]
      - swimming pool [x]
      * gymnasium [ ]
    - Hostel
      * Boys’ hostel NA
        i. Number of hostels
        ii. Number of inmates
        iii. Facilities (mention available facilities)
      * Girls’ hostel
        i. Number of hostels 1
        ii. Number of inmates 115
        iii. Facilities (mention available facilities)
          1) Parlour to meet relatives and guests
          2) Dining Room
          3) Laundry
            - Washing space washer & spin dryer
            - Arrangements for dhobi at their cost.
          4) Furniture in each room.
            - Bed
5) Cooking/Heating Facilities
   - Electric hotplate
   - Microwave
6) Recreation areas
   - Sofas/chairs
   - TV
7) WIFI Connectivity.

* Working women’s hostel NA
  i. Number of inmates
  ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)

<table>
<thead>
<tr>
<th>Teaching Staff</th>
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<tbody>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Vice-Principal</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Ad-hoc Lecturer</td>
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<table>
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<tr>
<th>Non-teaching Staff</th>
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<tbody>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Management Peon</td>
</tr>
<tr>
<td>Laboratory Attendant</td>
</tr>
<tr>
<td>Library Attendant</td>
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<tr>
<td>Peon</td>
</tr>
</tbody>
</table>

- Cafeteria — Yes
- Health centre — No

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance…….

Health centre staff –

Qualified doctor            Full time [X] Part-time [X]
Qualified Nurse             Full time [X] Part-time [X]

- Facilities like banking, post office, book shops Yes
- Transport facilities to cater to the needs of students and staff No
- Animal house               No
- Biological waste disposal  No
- Generator or other facility for management/regulation of electricity and voltage Not needed
- Solid waste management facility: No
- Waste water management: No
- Water harvesting: No

12. Details of programmes offered by the college (Give data for current academic year 2013-2014)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Programme level</th>
<th>Name of the Programme/ Course</th>
<th>Duration</th>
<th>Entry Qualification</th>
<th>Medium of instruction</th>
<th>Sanctioned/approved student strength</th>
<th>No. of student admitted</th>
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<tbody>
<tr>
<td>1</td>
<td>Under-Graduate</td>
<td>Arts</td>
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<td>332</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BMM</td>
<td>3 years</td>
<td>HSC</td>
<td>English</td>
<td>187</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.Sc. IT</td>
<td>3 years</td>
<td>HSC</td>
<td>English</td>
<td>60</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Post-Graduate</td>
<td>M.Sc. Chemistry</td>
<td>2 years</td>
<td>B.Sc.</td>
<td>English</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Sc. Microbio.</td>
<td>2 years</td>
<td>B.Sc.</td>
<td>English</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Sc. Life Science</td>
<td>2 years</td>
<td>B.Sc.</td>
<td>English</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.Sc. Biochem.</td>
<td>2 years</td>
<td>B.Sc.</td>
<td>English</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Integ. Prog. PG</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>Ph.D.</td>
<td>Applied Biology</td>
<td>-</td>
<td>M.Sc.</td>
<td>English</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>M.Phil.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>PhD</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>Certificate courses</td>
<td>Food &amp; Nutrition</td>
<td>10 months</td>
<td>HSC</td>
<td>English</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking &amp; Baking</td>
<td>4 months</td>
<td>HSC</td>
<td>English</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Work</td>
<td>4 months</td>
<td>HSC</td>
<td>English</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women Empowerment</td>
<td>4 months</td>
<td>HSC</td>
<td>English</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Outreach</td>
<td>Candle making</td>
<td>6 sessions</td>
<td>SSC</td>
<td>Hindi / Marathi</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>Aspiring Entrepreneur</td>
<td>4 day</td>
<td>Class VII</td>
<td>Hindi / Marathi</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>UG Diploma</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>9</td>
<td>PG Diploma</td>
<td>DCA</td>
<td>12 months</td>
<td>B.Sc. Chem/ Micro/Life Sc. /Bio Chem.</td>
<td>English</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>------</td>
<td>-----------</td>
<td>-------------------------------------</td>
<td>---------</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLM</td>
<td>6 months</td>
<td></td>
<td>English</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QA</td>
<td>18 months</td>
<td></td>
<td>English</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>Any Other</td>
<td>EXAP</td>
<td>4 semester</td>
<td>FYBA entry</td>
<td>English</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(specify</td>
<td>EXSP</td>
<td>4 semester</td>
<td>F.Y. B.Sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and provide details)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Does the college offer self-financed Programmes?
   Yes ☑️ No ☒

   If yes, how many? 4

14. New programmes introduced in the college during the last five years if any?
   Yes ☑️ No ☒

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

<table>
<thead>
<tr>
<th>Particulars</th>
<th>UG</th>
<th>PG</th>
<th>Research (Ph.D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>English</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>UG – 11</td>
<td>Hindi</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>PG – 00</td>
<td>Education</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Research - 00</td>
<td>Sociology</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Mass Media (BMM)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Science</td>
<td>Zoology</td>
<td>Life Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>UG – 08</td>
<td>Life Science</td>
<td>Chemistry</td>
<td>--</td>
</tr>
<tr>
<td>PG – 04</td>
<td>Chemistry</td>
<td>Biochemistry</td>
<td>--</td>
</tr>
<tr>
<td>Research - 1</td>
<td>Biochemistry</td>
<td>Microbiology</td>
<td>--</td>
</tr>
</tbody>
</table>
16. Number of Programmes offered under (Programme means a degree course like BA, B.Sc., MA, M.Com…) 
   a. annual system  __X__
   b. semester system   ___5__
   c. trimester system   __Nil__

17. Number of Programmes with 
   a. Choice Based Credit System    __ 5__
   b. Inter/Multidisciplinary Approach   __X__
   c. Any other (specify and provide details)  __X__

18. Does the college offer UG and/or PG programmes in Teacher Education? Yes  X  No  □
    If yes, 
    a. Year of Introduction of the programme(s)  __NA__
       (dd/mm/yyyy) and number of batches that completed the programme  __NA__
    b. NCTE recognition details (if applicable) 
       Notification No.: __NA__
       Date: __NA__ (dd/mm/yyyy)
       Validity: __NA__
    c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately? 
       Yes  X  No  □

19. Does the college offer UG or PG programme in Physical Education? 
    Yes  X  No  □
    If yes, 
    a. Year of Introduction of the programme(s)  __NA__
       (dd/mm/yyyy) and number of batches that completed the
**b. NCTE recognition details (if applicable)**

Notification No.: ____NA________________
Date:  ____________NA________ (dd/mm/yyyy)
Validity: ________NA________

**c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?**

Yes [ ] No [x]

---

20. Number of teaching and non-teaching positions in the Institution (2013-14)

<table>
<thead>
<tr>
<th>Positions</th>
<th>Teaching faculty</th>
<th>Non-teaching staff</th>
<th>Technical staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>*M</td>
<td>*F</td>
<td>*M</td>
</tr>
<tr>
<td>Sanctioned by the UGC / University / State Government</td>
<td>02</td>
<td>01</td>
<td>15</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>- 02</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sanctioned by the Management/society or other authorized bodies Recruited</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Yet to recruit</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*M-Male  *F-Female

21. Qualifications of the teaching staff:

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG Ad-hoc</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
22. Number of Visiting Faculty /Guest Faculty engaged with the College. 144

23. Furnish the number of the students admitted to the college during the last four academic years.

<table>
<thead>
<tr>
<th>Categories</th>
<th>2010-11 Male</th>
<th>Female</th>
<th>2011-12 Male</th>
<th>Female</th>
<th>2012-13 Male</th>
<th>Female</th>
<th>2013-14 Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ST</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>OBC</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>1526</td>
<td></td>
<td>1521</td>
<td></td>
<td>1532</td>
<td></td>
<td>1586</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

24. Details on students enrollment in the college during the current academic year (2013-2014):

<table>
<thead>
<tr>
<th>Type of students</th>
<th>UG</th>
<th>PG</th>
<th>M. Phil.</th>
<th>Ph.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from the same state where the college is located</td>
<td>1339</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1339</td>
</tr>
<tr>
<td>Students from other states of India</td>
<td>236</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>236</td>
</tr>
<tr>
<td>NRI students</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>Foreign students</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1586</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1586</td>
</tr>
</tbody>
</table>

25. Dropout rate in UG and PG (average of the last two batches)

| UG (2012-2013) | 13.54 |
| UG (2013-2014) | 3.82 |
| PG (2012-2013) | -- |
| PG (2013-2014) | -- |

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs. 47,435/-

(b) excluding the salary component

Rs. 10,761/-

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes [X] No [✓]

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes [X] No [✓]

b) Name of the University which has granted such registration. NA
c) Number of programmes offered: NA

d) Programmes carry the recognition of the Distance Education Council.
   Yes [X] No [X]

28. Provide Teacher-student ratio for each of the programme/course offered

<table>
<thead>
<tr>
<th>Programme</th>
<th>Student Strength</th>
<th>Total Strength</th>
<th>No. of Faculty</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>1280</td>
<td>1022</td>
<td>28</td>
<td>1:46</td>
</tr>
<tr>
<td>BSC</td>
<td>332</td>
<td>324</td>
<td>27</td>
<td>1:12</td>
</tr>
<tr>
<td>BMM</td>
<td>187</td>
<td>187</td>
<td>24</td>
<td>1:8</td>
</tr>
<tr>
<td>B.Sc.IT</td>
<td>60</td>
<td>43</td>
<td>4</td>
<td>1:5</td>
</tr>
<tr>
<td>MSC I</td>
<td>35</td>
<td>35</td>
<td>18</td>
<td>NA</td>
</tr>
<tr>
<td>MSC II</td>
<td>35</td>
<td>30</td>
<td>18</td>
<td>NA</td>
</tr>
</tbody>
</table>

29. Is the college applying for Accreditation: Cycle 1 [X] Cycle 2 [X] Cycle 3 [✓] Cycle 4 [X]
   Re-Assessment: [X]
   (Cycle 1 refers to first accreditation & Cycle 2, Cycle 3 & Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
   Cycle 1: 21-03-2003 (dd/mm/yyyy) Accreditation Outcome/Result A (88/100)
   Cycle 2: 08-03-2009 (dd/mm/yyyy) Accreditation Outcome/Result A (3.61)
   Cycle 3: _________ (dd/mm/yyyy) Accreditation Outcome/Result _______
   * Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year: 280

32. Number of teaching days during the last academic year (Teaching days means days on which lectures were engaged excluding the examination days): 180

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
   IQAC 28/11/2003 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
   AQAR (i) 31/05/2010 (dd/mm/yyyy)
   AQAR (ii) 31/05/2011 (dd/mm/yyyy)
   AQAR (iii) 31/05/2012 (dd/mm/yyyy)
   AQAR (iv) 02/05/2014 (dd/mm/yyyy)
   AQAR (v) 21/10/2014 (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information): Nil.
B. CRITERION-WISE ANALYTICAL REPORT

I. CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

The vision and mission of Sophia College is that it is essentially a women's college committed to the integrated development of women for individual and societal transformation.

Our goals therefore are:

1. To enable each student to develop her full intellectual potential through a focused academic experience that is simultaneously rich, extensive and collaborative.
2. To offer students scope for critical thinking and discernment, leading to the development of value-based convictions.
3. To help students develop a degree of self-reliance and determination to respond with courage and sensitivity to personal and social issues.
4. To generate among students an awareness of women’s issues, human rights and environmental issues, so that they understand and respond constructively to these.
5. To sensitise students to look at the world from the perspective of the less privileged and to respond with concern and in a humane manner.
6. In the context of globalisation, to foster in students a sense of national identity that is secular and multicultural, with respect and tolerance of all cultures and religions.
7. To encourage Christian students to develop their religious convictions in an atmosphere of respect for other faiths and for each individual’s personal beliefs.

High quality and affordable education is provided to the learners which results in their overall development. The goals are clearly stated and disseminated to all the stakeholders through the college prospectus, college website, college handbook which is given to each and every student and teachers and during orientation meeting between parents, students and the teachers of the college. The college also identifies an annual theme and each department organizes activities throughout the year, based on the theme and the chosen goal/s which culminates in annual event ANANYA. At the beginning of the academic year, each department shares its plans in a general staff meeting.

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).

- Each teaching staff member prepares a plan book in which the plan for the week is written a week in advance, and the same is submitted to the
Head of the department each week and to the Vice Principal each month.

- Each department plans the activities for the year as well as methods of teaching the curriculum. The copy of the plan is submitted to the Principal.
- Each teacher also submits a six monthly record of progress of work done at the end of each term to the Principal.
- Science teachers plan their practicals per week by giving their requirement for the proposed practical in a dedicated requirement book for use by the laboratory assistants. Some departments put up the practical plan for the week for advance reading by the students. Many departments run through the experiments before the actual day of performance by the students and a regular record is maintained of their performance.

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

- The Board of Studies of each subject organizes workshops to orient the teachers to the syllabus, theory and practical (wherever applicable), examination pattern, etc. whenever there is revision of syllabus or new syllabus is introduced by the university. Teachers of the subject attend these workshops to orient themselves to the change in the syllabus.
- Teachers use the college and University library, university websites extensively for information on the curriculum.
- Teaching aids such as over-head projector, LCD projector, slide projector etc. are available in many class rooms.
- The library has a large collection of educational DVD’s, CD’s, books and online journals for ready reference.
- Computers with internet connection and Wi-Fi are made available to teachers in the computer laboratory and in the library for enhanced knowledge of the computer.

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 infrastructure of the college is being constantly upgraded to meet the challenges of the present.
- The teachers are allowed to interpret the curriculum to meet the goals of the syllabus effectively. They keep in mind the diverse needs of the class in order to motivate them.
- ADD-ON Courses have been designed based on the needs of the students and to widen their horizons. Students with exceptional ability
are encouraged to join the Excellence Programme in Arts and Science to learn beyond the syllabus.

- Students can avail of books prescribed by the syllabus and references in the library. The book bank makes available these books for the less privileged.

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?**

- Students visit laboratories of reputed research institutions for specialized experimental work needed for their projects.
- Students of the under graduate and post graduate programmes visit industries, research institutions and public testing laboratories.
- Teaching of Postgraduate Diploma programmes have input sessions by experts from industry, research institutions etc. Students from these programmes get training in industry, reputed research institutes and public testing laboratories.

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.

Since the college is affiliated to the University of Mumbai, it follows the syllabi framed by the University. Senior teachers, who are members of the Board of Studies of their respective subjects at the University, are involved in the framing of the syllabi at both the undergraduate and postgraduate levels. These teachers have the opportunity to discuss the problems faced by teachers and students regarding the existing syllabus and to suggest changes while framing the new one. All teachers attend syllabus workshops conducted by the Board of Studies in their subjects.

The following table illustrates the participation of staff members in:

<table>
<thead>
<tr>
<th>Committees</th>
<th>Subjects</th>
<th>Name of Professors</th>
</tr>
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<tr>
<td>Board of Studies</td>
<td>Philosophy</td>
<td>Dr. Trevor Allis</td>
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<td></td>
<td>Psychology</td>
<td>Dr. Aninha Lobo</td>
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<td></td>
<td>Sociology</td>
<td>Dr. Perpetua Miranda</td>
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<td></td>
<td>Zoology (SNDT)</td>
<td>Dr. Roshan D’Souza</td>
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<td></td>
<td>Bio-chemistry</td>
<td>Dr. C. Vatsyayan</td>
</tr>
<tr>
<td>Syllabus Review</td>
<td>Philosophy (M.A.)</td>
<td>Dr. Trevor Allis</td>
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<td>Sociology</td>
<td>Dr. Perpetua Miranda</td>
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<td>Sociology</td>
<td>Ms. Gilda Pereira</td>
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<td>Sociology</td>
<td>Ms. A. Tendulkar</td>
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<td>Zoology</td>
<td>Dr. Roshan D’Souza</td>
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<tr>
<td></td>
<td>Life Science</td>
<td>Dr. Yasmin Khan</td>
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</tbody>
</table>
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.

Yes, the institution develops curriculum for all self-financing courses like QA, DCA & CLM, Bio-informatics, Certificate courses conducted by the Women’s Centre and the Computer Lab. These courses have been designed to bridge the gap between pure science academic programmes, and the demands of a quality conscious industrial and clinical world. In the present scenario these courses aim to contribute to the professionalization of quality and regulatory areas while enhancing career options for students and to prepare students to make the transition from academics to the professional world. These courses are designed in close collaboration with industry and clinical organizations leading to a regularly updated curriculum and wide exposure for students to the real professional world.

A number of certificate and outreach courses are conducted by the Women Centre. These courses are designed according to the need of the society which enables the stakeholders to serve the society at large.

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

- To ensure the stated objectives of curriculum are achieved, the staff plan and design their lectures. At the end of the semester the staff submits their six monthly reports for the Principal is perusal.
- The college also provides many opportunities to the students for overall development beyond the curriculum both within and outside the classroom.
- Many rewards and prizes have been instituted with a focus beyond academics.
- An attempt is made by the staff to impart knowledge and skills to ensure that students are ready for the professional world.

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.

The three Postgraduate Diploma Courses (Post-graduate Diploma Course in Laboratory Management (CLM), Post-graduate Diploma Course in Clinical Analysis (DCA), Post-graduate Diploma Course in Quality Assurance) aim to equip science graduates aspiring to make careers in the food and pharmaceutical industries and clinical organization with the knowledge, expertise and skills to create and implement efficient and effective quality systems with a complete understanding of the prevailing regulatory and compliance environment. Moreover, the DCA and the CLM are recognized by University of Mumbai and Garware Institute.

The University of Mumbai recognized Add-on Carrier Oriented Certificate Course Bioinformatics aims to equip the students to use computer databases to store to retrieve and to assist in understanding biological information and Genome-scale sequencing projects. Maharashtra State Certificate in Information Technology (MSCIT) and Advanced (MSACIT) are Government recognized courses which enable the student to familiarize themselves with MS-Office programmes and internet technology. Apart from this, the Computer Lab. (Sophia College M.K. Tata Communication Technology Centre) conducts several short term certificate computer courses in MS Office, Internet, D.T.P., Web Designing and Software Programming to enable and equip the students with knowledge and skills for better career options.

The Sophia Centre for Women Studies and Development conduct certificate courses in Food & Nutrition, Women’s Empowerment, Social Work Focusing on Issues related to Women and Girls, Cooking and Baking, Social Research Method to prepare the stakeholders with the knowledge, skill and commitment to address social and health issues in all forms and to create enhanced awareness on issues related to women.

The centre also conducts outreach programmes such as Women’s Leadership Training Programme, Aspiring Entrepreneur Programme For Women, Candle making Course (in collaboration with Asha Sadan and Open Your Arms Foundation) to give women from less privileged backgrounds, empowering perspectives and to equip them with income generating skills which will help them to achieve a degree of economic sustenance and independence.

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

Subjects are grouped together for the BA and B.Sc. courses and students can opt for the subjects of their interest accordingly. The university does not give any option for the BMM, B.Sc. IT and PG Courses and students have to take all the subjects offered. The BMM students can choose between advertising and journalism in the fifth semester. Being a women’s college, initially, the biological sciences were stressed but with the changing needs B.Sc.IT has been introduced in 2013.

Most of the science courses help in skill development and future employment. Under the credit based semester system, credit transfer accumulation is possible. The University has no provision for later mobility as after the Higher Secondary Examination the students entering college have to opt for Arts, Science, Mass Media or IT course and keep to their choice till graduation. Vertical mobility is limited to the Post Graduate Courses offered by the college.

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 the Bachelor’s in Mass Media (BMM), Bachelor of Information Technology (B.Sc.IT), M.Sc. (Analytical Chemistry) and do not differ from the aided courses.

These programmes have to follow university directives regarding admission, curriculum, fees structures and teachers qualification.

The fees structure per annum is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
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<tbody>
<tr>
<td>BMM</td>
<td>Rs. 17,870/-</td>
<td>Rs. 17,650/-</td>
<td>Rs. 18,250/-</td>
</tr>
<tr>
<td>B.Sc. IT</td>
<td>Rs. 21,470/-</td>
<td>Rs. 21,750/-</td>
<td>--</td>
</tr>
<tr>
<td>M.Sc. Analytical Chemistry</td>
<td>Rs. 11,950/-</td>
<td>Rs. 14,200/-</td>
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</table>

The BMM and B.Sc.IT courses depend on visiting faculty and guest lecturers and they are paid by the management per the existing rates followed by most colleges. The M.Sc. (Analytical Chemistry) go to a college in their cluster for their lectures and the practicals are conducted in the college.
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. –
A list of skill oriented programmes has been mentioned in 1.2.1. The college is also recognized for PhD in Applied Biology. All of them are relevant for employment at local, regional and global levels. At the local level the Sophia Centre for Women’s Studies and Development conducts outreach courses and other programmes, especially for school drop-outs and girls from marginalized backgrounds such as Perfume Making, Utne Making and Dantmanjan Making, Chocolate Making, Perfume & Face pack making, Food Craft (Cake Making). These courses encourage entrepreneurship and employment at local level.

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?
Not Applicable.

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?
At the beginning of each academic year, every department chooses the goals of the college they will focus on and link them to activities both curricular and co-curricular to be conducted in the course of the year. The activities centre around the theme of the year. Innovative academic activities are carried out through our Excellence Programme in Arts (EXAP) and Science (EXSP). Research papers, Cultural Component papers, Seminar papers, Literature Surveys are presented by students who join these programmes. Innovative teaching learning methods like PowerPoint presentations, films and video screenings followed by discussions ensure that the teachers go beyond the curriculum set by the University. Student class presentation, field trips, participation in seminars, workshops, talks and sessions outside the college, class debates, discussions, quizzes, book reviews, play rendering and dramatization are other techniques used by teachers to enhance their teaching methods and capture the interest of the students.

Some examples of subject related activities going beyond the syllabi are:
- The Chemistry Department organized a number of activities through the Chemistry-Club, e.g., Intra-Collegiate poster competition and Chemistry-crossword.
- The F.Y.B.Sc. Mathematics students presented posters in class on the application of the topics that they were studying.
- The Microbiology Department held a festival called M-Xtravaganza with various events like Micro-housie, poster display on Genetically Modified Organisms etc., a quiz competition and a treasure hunt.
- The Philosophy Department celebrated ‘Philosophy Day’ in which many fun-related activities connected to Philosophy were conducted.
- A workshop on Writing Skills and Research Methodology for project work was conducted for students of FYBMM.
- Students of English Literature were given additional reading (books or poems) to be discussed in their viva-voce to expand their horizon beyond the syllabus.
- Guest Lecturers are invited and interactive sessions, talks and other creative sessions are held by the BMM Department. Advanced training programmes, in topics such as Newspaper and Magazine Making, are also regularly conducted by experts.

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

As the syllabus is not flexible, the opportunities for organizing classroom activities to enable students to cope with the needs of the dynamic employment market are limited. However, teachers make conscious efforts during their lectures to enable the students to become aware of the needs of the employment market. Using contemporary examples while explaining the concepts of their syllabus, the teachers try to expand the vision of the student to the dynamic world around them.

In addition, the computer lab and the women’s centre conduct courses which enable the students to meet some demands of the employment market. The syllabi of the Certificate Courses conducted by the college are organized so that the students are trained in the appropriate skills to enter the job market. Some examples of such activities organized for the students are:

- FYBA students of Sociology are sent to work with NGOs (e.g. Alert India and Akanksha which work for the underprivileged) so that they can be exposed to various career options in NGOs
- SYBA students of Psychology are placed with NGOs working with underprivileged or handicapped to give them an exposure to career opportunities and provide them with skill training. The students submit a written report on their experience.
- Internships in both Clinical laboratories and Food and Pharma Industries are an integral part of the QA, DCA and the CLM programmes.
• **Interactive sessions with people from the Mass Media** are periodically organized for the students of BMM to enable them to become aware of the challenges in jobs in the Media world.

• A **Documentary Film-making Workshop** is conducted for the students of BMM at the end of which the students make documentaries using the concepts taught during the workshop.

• An **Advanced Software Skills** on Quark Xpress, CorelDraw and Adobe Photoshop is conducted for the students of the BMM.

• A **Hands-on Soft-Skills Workshop** on Adobe Photoshop is conducted for the students of F.Y.B.Sc. IT to equip them with skills required in the current employment market.

• The Hindi Department organized a jewellery designing workshop, ‘Gehna’. This workshop was organized to introduce students to the idea of entrepreneurship with the view of making them financially independent.

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

As a women’s college, this aspect of gender sensitization is integrated into every academic discipline. The University syllabus, particularly in FC and in the Humanities & Social Sciences, also integrates related topics of social concern like climate change and human rights.

Every year the college adopts a theme of social interest which they will promote in the course of the year. All departments plan activities on some social relevance as well as on the theme of the year to be incorporated into their lectures during the course of the year. A copy of the plan of these activities along with the objectives is given to the principal at the beginning of the year. At the end of the year, the departments give a report of the activities along with the outcomes achieved to the principal.

Some of the activities organized by the department for the past five years are as follows:

• A talk was organized for all students to sensitize them to issues of Human Rights in June 2009.

• An interactive session on ‘Role of Legislation in Promoting Social Justice and Peace, with Special Reference to RTI (Right to Information) and NREGA (National Rural Employment Guarantee Act)’ was organized in July 2009. Mr. Milind Deora, MP (Lok Sabha) of the South Mumbai constituency gave his inputs in the session.

• A Gender Sensitization Workshop was organized by the Psychology Department and NSS in collaboration with Population First in July 2009.

• Departments screened movies based on the theme of the year and gender issues, e.g. ‘Rajnigandha’ and ‘Sparsh’ by the Hindi
Department, ‘An Inconvenient Truth’ by the Political Science Department, ‘Firaaq’ by the Department of English, ‘Provoked’ by the Psychology and Sociology Departments, ‘The Story of Human Rights’ by the Microbiology Department. The screening of the movies was always followed by discussions on gender issues, human rights etc.

- The BMM Department organized a workshop on ‘The Right to Information Act and its Applications’ in collaboration with the NGO ‘Satark Nagarik Sangathan’ in August 2009.
- The Chemistry and Mathematics and Statistics Departments jointly organized a talk on ‘Domestic Violence’ by Dr. Snehal Velkar from the Indian Centre for Human Rights, Mumbai in September 2009.
- The Departments of Political Science, Statistics and Education organized a guest lecture by Prof. Rodney Jones of Policy Architects International, USA, on ‘Nuclear Stability in South Asia, the Taliban, Terrorism and the Obama Administration’.
- Some students from the college participated in ‘Mumbai Youth Festival’ on the theme of Peace, organized by the Archdiocesan Youth Commission in December 2009.
- The Philosophy Department organized workshops on Leadership for Peace and Conflict Intervention, Gender Justice and Human Rights, Student Leadership for Peace.
- The Zoology Department organized a workshop on ‘Genetically Modified Food Crops in February 2010. A documentary film, ‘Poison on the Platter’ was screened during the workshop.
- The Department of Economics organised a talk on ‘Child Labour’ by Havovi Wadia from CRY, followed by an essay-writing competition on the same topic.
- The BMM Department organized an exhibition of students’ photographs and street plays on the theme of justice and peace. BMM students made documentaries namely Dariyache Raje, Billiwal, Britannia and The Cycle of Recycling etc. based on environmental and Human Right Issues.
- The Zoology Department organised a workshop entitled ‘Ignorance: Not a Bliss’ based on civil rights, focussing especially on women.
- The Physics Department organized a talk on ‘Energy Conservation’ in which issues of environment were brought to the fore.
- The Sophia Women’s Centre organized a seminar on ‘Confronting Domestic Violence’. The seminar dealt with ‘Role of Police Cell in Protecting Women against Domestic Violence’, ‘Role of MAVA in Protecting Women against Domestic Violence’ and ‘Role of Ordinary Citizens in Protecting Women against Domestic Violence’
- The Economics Department held an essay-writing competition on “Problems due to Population” in June 2010. They also conducted a talk on a sensitive gender issue, ‘Missing Girls of India’.

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The Psychology Department organized an intercollegiate workshop on gender sensitization for SYBA students on ‘From Personal Empowerment to Social Transformation’ in collaboration with the NGO Population First.

A talk on “The Right to Information (RTI) Act, 2005” was organized by the Departments of Political Science, Life Science and Education.

An interactive debate on ‘Should Capital Punishment be banned?’ was organized by the departments of Philosophy and Political Science.

A talk on ‘Property Rights of Women’ was organized by the department of History to inform students of legal aspects of inheritance.

A talk on Women’s Empowerment by Padma Shri Norma Alvares an alumna of Sophia College was organized to enthuse the students.

A play on the psychological disorder “Autism” was organized by the Hindi Department to sensitize students about this problem.

The Mathematics and Statistics Department and the Economics Department organized a talk and discussion on ‘HIV AIDS, Migration and Health Issues’ by Ms. Anandi Dantas from the NGO, CEHAT.

A talk on ‘User Prices for Health Services’ was organized by the department of Economics.

A talk on ‘Law and Gender Violence’ was organised by the Sociology and History Departments.

A talk on ‘Ethics in Science’ was organized by the Life Science Department.

A talk was arranged by the USIEF (United States-India Education Foundation), through the Department of English, on ‘Combat Photo-Journalism: Media Coverage during Iraq and Afghanistan Wars’ by the Fulbright Scholar, Prof. Paul Joseph of Tufts University, USA.

A photography workshop on ‘Celebrating Biodiversity for Peace’ was conducted by the department of Life Science. Students classified the fauna and flora on Sophia Campus, photographing them and displaying them every week on the department notice-board. A slide show on the biodiversity of the campus was then shown to the students. The department also made greeting cards and a desk calendar based on the biodiversity on Sophia Campus.

The Mathematics and Statistics Department got students to do sample surveys on issues of environment and human rights such as ‘Water Conservation’, ‘Are Skywalks needed in Mumbai?’, ‘The State of Transport Infrastructure in Mumbai’, and ‘Sanitary Facilities and Health of the Average Citizen in Mumbai’.

Talks on Women’s health issues like “Women and Breast Cancer” (Women’s Centre), Human Rights issues like Right To Education (Education dept.), Understanding Child Sexual Abuse’ (Psychology & Sociology depts.), Migration and Urbanization’ (Economics dept.),
Panel discussions on ‘Press Freedom in India’ (in association with Relief International) by BMM dept., are the various activities organized by the various departments to include issues of social concern to the students while imparting the curriculum.

- A talk on ‘Population & Sustainable Development’ organized by the Economics Department in collaboration with IIPS to inform student about environment issues arising from population increase.
- Films were screened by various departments to drive home the relevance of social and human issues. The films included ‘Inconvenient Truth’ by Al Gore on Global Warming etc. (Philosophy Department), ‘Kairee’ dealing with issues relating to women (Hindi Department), ‘Poison on a Platter’ on genetically modified foods by the Microbiology department. The Microbiology Department also screened the film ‘Bol’ The screenings were followed by discussions/poster-making on the issues raised by the films.
- Workshops were organized by various department on human rights issues like ‘Child Sexual Abuse’ (Psychology Department, the NGO ‘Arpan’ and NSS), ‘Domestic Violence’(Philosophy Department), ‘Sexual Harassment at the Workplace’ (Chemistry Department) ‘Domestic Violence and Marital Discord’(Chemistry Department) ‘Women’s Status and Problems in Society’(Hindi Department)
- A talk ‘Go Green : On the Way to Becoming Green Managers’ was organized to raise awareness on Solid Waste Management and the problems faced by the Mumbai Municipal Corporation in controlling waste.
- A talk on ‘The Human Face of Human Rights’ by Dr. Siddhi Vyas of the Azim Premji Foundation was held for the FYBA Foundation class.
- A Debate on ‘Is Distributive Justice Theft or Fairness’ was organised by the Departments of Philosophy and Political Science.
- A session on ‘Climate Change & You ... Your Waste’ was organized by the Department of Economics, in collaboration with the Centre for Education & Documentation.
- On the occasion of World Population Day, i.e. July 11, 2011, the students of Sophia College participated in a major awareness campaign on the issue of Sex Selection along with the Department of Students’ Welfare and NSS of SNDT Women's University in collaboration with Forum Against Sex Selection (FASS). They planned to organize several programmes in an effort to reach out to the wider student and youth population. Sophia students presented a dance ballet, choreographed by Dr. (Sr.) Ananda Amritmahal, entitled ‘Dil hai Chotasa, Chotisi Aasha’, on the theme, as part of the College's involvement in Human Rights Education – the right of the girl child to be – at the inaugural function of the programme.
The students of the Department of Biochemistry developed a garden of vegetables, shrubs and flowering plants at the side of the Arts Building (between the property wall and the wing which houses the offices etc.). Bio-composting was also undertaken at the same location by the Zoology Department. The work in this garden began on July 27, 2011 and the garden was inaugurated on March 6, 2012. In addition, the Life Science Department set up a small kitchen garden in pots on the terrace adjoining the department room as well as a small fish tank in the herbal garden, both of which were maintained by the students. An important feature of the new garden area, besides the fact that it was a ‘student-maintained garden’, is that we did ‘seed harvesting’ for the same: practically all the plants for this garden were from cuttings of plants or from seeds gathered from other gardens on our campus.

The Life Science Department identified and photographed the trees on Sophia Campus and prepared a planner for the year 2012 using some of these photographs, accompanied by relevant information. The F.Y.B.Sc. Life Science students did an assignment on ‘Forests of India’; F.Y.B.Sc. and S.Y.B.Sc. students of the department jointly prepared a presentation entitled the ‘Green Scene’.

The Biochemistry Department made new labels for all the trees and other plants on the campus.

Celebrating the centennial of Marie Curie’s Nobel Prize in Chemistry and in keeping with the theme of the year, the Sophia Centre for Women’s Studies and Development prepared a calendar for the year 2012 on women path-breakers in the field of Science.

The Zoology Department organized a workshop on ‘Creative Recycling of Waste Paper Using Origami’.

The Department of Education also organized a session on ‘Safety on Campus’

The Psychology Department screened ‘Temple Grandin’, a film related to Autism. This deeply moving film was followed by a talk by Dr. Vibha Krishnamurthy, a renowned paediatrician.

The Zoology Department organized an interactive session, by Mr. Ruben Mascarenhas from the NGO called Yuva Satta, on ‘Eves against Teasing’.

The Life Science and Education Departments jointly organized a workshop at which, first the students presented ‘The Green Scene’, and next, Dr. Sanjay Deshmukh gave a talk on ‘Mangroves, Coastal Regions and Climate Change: Impacts, Challenges and Mitigation Measures’

The Psychology and Sociology Departments jointly held a session on the topic of ‘Human Trafficking: Moving Beyond’ by Mr. Roque Coutinho from the NGO ‘Justice and Care’.
• The Women’s Centre annually conducts add-on certificate courses in ‘Women’s Empowerment’ and ‘Social Work related to Issues Concerning Women and Children’.

• An international seminar on ‘Women’s Spaces, Women’s Voices in Mumbai” was conducted by the English and BMM Departments and the Women’s Centre in Jan 2013.

• In response to the Delhi rape case, students held an open forum in which they could express their feelings and opinions. As an outcome of this, they created a group called “Breaking the Culture of Silence” which conducted two inter-collegiate sessions to raise awareness & generate sensitivity on issues of gender & violence. They also executed a short series of gender sensitization programmes in neighbouring BMC schools.

Use of ICT

The following are some of the creative / innovative methods of teaching and learning: use of ICT, audio-visuals, OHP and Power-point presentations by teachers; the screening of films followed by discussion; class seminars, workshops and student presentations; field trips, guest lecturers; wall newspapers; class debates and discussions; placement/internships; hands on research work; creative project and assignment work etc. All these make extensive use of ICT. Teachers of various departments use the Overhead Projector transparencies, slides and power-point presentations quite regularly. Some examples of these are:

• Students are encouraged to enroll for both MSCIT and MS-ACIT courses as well as college-run courses covering MS office, Internet, E-mail, Photoshop, CorelDraw, Web designing, PageMaker, HTML, Flash, Tally, C++ and Computer Skills.

• LCD facilities were installed in more classrooms to facilitate the use of IT.

• The Psychology Department regularly uses various interactive ICT programmes in class such as the Live Psych, MyPsychLab etc. The department also uses IT to demonstrate a model answer format after all tests.

• For FYBA History Paper I, (History of Mumbai and Maharashtra) aspects of the geography of Maharashtra and Mumbai were taught using Google Earth.

• The English Department forms a Google group annually for its TYBA class & teachers to facilitate greater exchange of academic information.

• The TYBA History Single Major students were given a session to teach them how to access information from websites and to acknowledge these.
• For the F.Y.B.Sc. students of Mathematics a computer workshop on EXCEL and ‘MathLab for Unique Mathematical Functions’ was conducted.
• An ICT workshop, on how to make power-point presentations and use MathLab software and Math Websites, was organized for the F.Y.B.Sc. Mathematics students.
• The students also made power-point presentations on mathematicians like Euclid, Newton, Aryabhatta, Euler, Taylor, Lagrange, Pascal etc.
• A number of power-point presentations and posters were shown related to the subject of Mathematics to the F.Y.B.Sc. Mathematics students on topics such as ‘Applications of Mathematics in Wave Mechanisms’, ‘Mathematical Modelling’, ‘Probability Theory’, Actuarian Science’, ‘Application of Boolean Algebra in Circuits and Electronics’, ‘Number theory – Pascal’s Triangle and its applications’.
• A workshop on ‘EXCEL and Control Charts’ was held for SYBA Statistics students. A workshop on ‘Data Processing and EXCEL’ was organised for the F.Y.B.Sc. and FYBA Statistics students. To give these students practice in data entry, they were asked to tabulate the IQAC entry level questionnaires.
• SYBA Statistics students were shown power-point presentations on topics such as ‘Applications of LPP in Industry’, ‘Applications of Chi-square in Research and Development’, ‘Duality – theory, methods and strategies’.
• The Education Departments regularly gets its students to make power-point presentations on topics related to the syllabus as part of their internal assessment work.
• Ms. Shraddha Prabhu (Microbiology Department) organized an E-learning workshop for her F.Y.B.Sc. class on Nov. 22, 23 & 24, 2011.
• The TYBA English Literature students were shown power-point presentations on ‘The Russian Revolution’, ‘Thomas Hardy’, ‘A Midsummer Night’s Dream’, ‘The Theatre as a Playhouse’ and ‘The History of the English Language’.
• The Zoology Department shows power-point presentations on topics such as ‘Arthropoda’ and ‘Mollusca’, ‘Fishes and Amphibia’, ‘Adaptive Radiations in Reptiles’, ‘Egg Laying Mammals and Marsupials’ etc.
• The Economics Department organized student presentations, using power-point presentations, on topics such as ‘Financial Derivatives’ and ‘Money Market Instruments’.
• The History Department showed various power-point presentations and slide shows: To the FYBA class, a power-point presentation on ‘Transport in Mumbai’ was shown during the first term; to the SYBA class, for the paper on Ancient India, power-point presentations on ‘Indus Valley Civilization’, ‘Buddhist Architecture’, ‘Gandhara and
Mathura Sculpture’ etc. were shown. For the TYBA paper on Medieval India, power-point presentations on ‘Vijayanagara Art and Architecture’ and ‘Bahmani Architecture’ were shown as well as slide shows on ‘Sultanate Architecture’ and ‘Mughal Architecture and Painting’. Other power-point presentations shown to the TYBA class included ‘Arms Race’, ‘Space Race’, and ‘Maratha Forts’, ‘Caves: Ajanta, Ellora, Kanheri, Elephanta’.

- The Chemistry Department showed power-point presentations, on topics such as ‘Mass-spectrometry’, ‘Collision Theory’, ‘Careers in Chemistry’ etc., to their T.Y.B.Sc. students
- For History Paper VI, which is on ‘Museology, Archaeology and Library Science’, a session was held on January 18, 2010 to teach students about eBooks and Kindle.
- The OHP is used extensively by many of the Science departments, especially Microbiology and Chemistry.
- In the S.Y.B.Sc. Microbiology class a power-point presentation on ‘Minivirus – a large DNA virus’ was shown. Other power-point presentations shown in class included the following: ‘Biological Warfare’, ‘Procaryotic Genetics’, ‘Good Manufacturing Practices’, ‘Wastewater Treatment’, ‘Hydrothermal Vents’.
- In the FYBA Foundation course class a power-point presentation on the theme of ‘National Integration’ was screened on June 29, 2009.
- Students of F.Y.B.Sc. IT attended the talk on ‘Digital Inequality, Cyber Colonialism: The Rise of the Super Surveillance State’ by Mr. Neville Roy Singham, Founder and Chairman of Thought Works, on 23rd September 2013.
- Students of F.Y.B.Sc. IT prepared PowerPoint presentations on different topics related to their syllabus i.e. IPV4, IPV6, ISO etc. Mr. Douglas Schultz from Sacred Heart Prep. School, Atherton, California conducted a three hour workshop on Photoshop on 19th Dec. 2013.
- Annual workshops are conducted for BMM students to equip them to use ICT creatively in the media world (e.g. on Digital Photography, Photoshop etc.)

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

The college offers Postgraduate Diploma Courses in Laboratory Management (CLM), Clinical Analysis (DCA), Quality Assurance (QA) to equip students with the knowledge, expertise and skills to work in the food and pharmaceutical industries and clinical organization with a complete understanding of the prevailing regulatory and compliance environment.

The University of Mumbai recognized Add-on Career-Oriented Certificate Course Bioinformatics trains students to use computer databases in biological and Genome-scale sequencing projects.
Maharashtra State Certificate in Information Technology, Basic and Advanced (MSCIT and MSACIT) are Government recognized courses that train the students in MS-Office programmes and internet technology. The Computer Lab. also conducts several short term certificate computer courses in MS Office, Internet, D.T.P., Web Designing and Software Programming to equip the students with knowledge and skills for better career options.

The Sophia Centre for Women’s Studies and Development conducts certificate courses in Food & Nutrition, Women’s Empowerment, Social Work Focusing on Issues related to Women and Girls, Cooking and Baking, Social Research Methods to prepare the stakeholders with the knowledge, skill and commitment to address social and health issues in all forms and create enhanced awareness on issues related to women. The centre also conducts outreach programmes in collaboration with various NGOs to equip women from less privileged backgrounds with empowering perspectives and income-generating skills which will help them to achieve a degree of economic sustenance and independence. The other enrichment programmes offered to the students to ensure their holistic development are workshops by Energia Wellbeing on Creating an Insight on the Importance of Being Independent and Shaping a Career in which the stress is put on the importance of inculcating Life Skills and the need to build a personal profile. The workshops are designed to guide students towards self-development, through a process of assessment, reflection and taking action. Awareness of skills, attitude and behaviour with a focus on building careers and relationships is also stressed. Other workshops organized included the Mental Health Awareness (to better understand and discover one’s true self and cope with Personal, Professional and Career Challenges), Group Discussion & Mock Interview (to give a feel of the professional and corporate world), Career Exhibition (Various career opportunities available), Student Engagement Activities (to gain knowledge on various skills, such as problem solving, creativity and other life skills), Brand Your Self (to develop a better insight on self and develop a healthy relationship with self and others), Knowledge Beyond College (to develop skills to deal with professional life), College to Corporate (to get a feel and flavour of corporate world), Self Defence (to defend oneself physically and mentally). These workshops help to develop in the student qualities of teamwork and organizational effectiveness using principles of Positive Psychology, Organizational Behaviour, Subjective Wellbeing and Psychoanalysis.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?
Some senior teachers are members of the Board of Studies of their respective subjects at the University and involved in the framing of the syllabi at both the undergraduate and postgraduate levels. These teachers have the opportunity to discuss the problem faced by teachers and students regarding the existing syllabus and suggest changes while framing the new syllabus. Suggestions are welcomed from industry, NGOs and academia (from other universities) regarding ways of enhancing the existing syllabus with add-on courses and workshops (listed above).

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?
Several short term certificate courses and the post graduate programmes conducted by the college have a staff co-ordinator along with support staff (teaching and technical). The course has an evaluation mechanism to ensure that the goals of the course are met and the students receive education that will enrich their lives and enhance their careers. The staff meet regularly to update the co-ordinator about the developments of the course and problems faced. The co-ordinator keeps the Principal informed on these matters. The co-ordinator also gives a detailed report to the principal about the achievements of the programmes and suggestions for improvement. Constructive feedback is also obtained the students and other stakeholders about the programme. The Post Graduate Diploma in Quality Assurance has a panel constituted from the experience staff of the college and experts from the industry who look at the syllabus of the programme at regular intervals to meet the objectives and current developments.

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 is affiliated to the University of Mumbai and hence has to follow the syllabi set by the University. However several staff members are on the Board of Studies and syllabus revision committees and they play an important role in framing the syllabi for different papers of their subjects. They also attend workshops to enhance their ability to deal with the curriculum.
The postgraduate diploma courses, in Clinical Analysis (DCA), Medical Laboratory Management (CLM) and Quality Assurance in the Food and Pharmaceutical Industry regularly revise and update their syllabi to meet the changing requirement. Similarly, the curricula for certificate courses run by the Sophia Centre for Women’s Studies and Development (SCWSD) are upgraded from time to time. Though there is no scope for independent curriculum development for UG and PG students as we are bound by the syllabus prescribed by the
University, teachers make efforts to make the curricula as rich as possible and go beyond it to meet our goals of higher education. The Excellence in Science and Arts programmes also endeavour to do this.

**Quality Improvement Strategies**

Remedial sessions are held regularly by various departments – funding for these is drawn from the UGC Merged Schemes. In addition, the English and Chemistry Departments have contact groups to help students cope with academic difficulties and challenges.

**Research**

The history department brought out a book “Mumbai Socio-Cultural Perspectives – Contribution of Ethnic Groups & Communities” & both faculty and students contributed research papers to it, as did renowned scholars in the field.

Students also made presentations at the national interdisciplinary seminar “Many Masks, Many Cities, Theatre in Mumbai.”

The international seminar on “Family at the Crossroads” by the Psychology Department also featured student presentations.

The Excellence Programmes for Arts and Science encourage Research which is one of the components of the programme.

**Post-graduate research** is an integral part of the M.Sc. programmes. Students are encouraged to take part in seminars and conferences and present posters of their research work.

**Staff research:** The four research awards instituted by the college motivate teachers to undertake research. Staff members have presented papers, given public lectures and acted as subject experts as University nominees, at interviews held at various colleges.

Under the Faculty Improvement Programme (FIP) staff members are encouraged to pursue PhD programmes.

A number of staff members were elected / nominated to the Boards of Studies of their respective subjects or were on syllabus revision committees of the University of Mumbai. For example:

- Dr. Trevor Allis was elected as member of the Board of Studies in Logic and Philosophy and he was also a member of the MA Syllabus Review Committee.
- Dr. Aninha Lobo was elected as member of the Board of Studies in Psychology. She has been on the syllabus revision of the undergraduate papers in Psychology.
- Dr. Perpetua Miranda is on the Board of Studies in Sociology. She was the convenor for the syllabus revision committee in 2012-2013 for the TYBA papers in ‘Social Theory’ and ‘Research Methodology’. Ms. Gilda Pereira is on the syllabus revision committee for Sociology Paper III. Ms. Anagha Tendulkar is on the syllabus revision committee for Sociology Paper II.
- Dr. Roshan D’Souza is on the Board of Studies of Zoology and the M.Sc. Part I syllabus revision committee in Zoology.
Dr. Yasmin Khan is on the syllabus revision committee for the F.Y.B.Sc. Life Science paper, for revision of the syllabus under the new Credit Based Semester System.

Dr. Gail Carneiro is on the syllabus committee for M.Sc. Part I – Organic Chemistry.

Dr. Chinmooyee Vatsyayan is a member of the Board of Studies in Biochemistry as well as a member of the core committee for the M.Sc. syllabus revision.

Dr. Nirmala Tripathi is a member of the SYBA Syllabus reviewing sub-committee in Hindi.

Dr. Sr. Ananda Amritmahal is a member of the syllabus reviewing sub-committee for TYBA English.

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?

There is no formal mechanism for students to give a feedback regarding the curriculum. Since teachers are in the Board of Studies and involved in syllabi revision, they are able to reflect the student views and needs while framing the syllabi.

The views from the alumnae are gathered informally by the departments through groups created on the Social Networking Sites and the full fledged Alumnae Office (SCESA) on the premises.

The orientation programme held for FYBA / F.Y.B.Sc. / FYBMM / F.Y.B.Sc. IT at the beginning of the undergraduate programme (start of the First Semester) and the Open Day (held in Nov-Dec. of each academic year) gives parents an opportunity to meet the teachers and give their feedback regarding the curriculum.

Feedback regarding the curriculum of Post Graduate Diploma Courses conducted by the college is received from industry through regular contacts. This enables the modification of the course to meet the objectives for which the course was designed.

Regular feedback is received from the participants of the courses conducted by SCWSD. The feedback is used to modify the course if required or design new courses to meet the aspirations of the society at large. Suggestions are also invited from the NGOs (who collaborate with SCWSD) so the courses can be designed to give employability to marginalized women.

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?)

- M.Sc. in Analytical Chemistry
- PhD in Applied Biology
• Post-graduate Diploma Course in Laboratory Management
• The UGC sponsored and University of Mumbai recognized Certificate Course in Bioinformatics.
• Maharashtra Government Recognized Computer Course - MSCIT, MS-ACIT course (advanced computer course)
• B.Sc. I.T.
• Several outreach courses and other programmes, especially for school drop-outs and other girls from marginalized backgrounds, were introduced by SCWSD - Chocolate Making Course, Candle Making Course, Certificate Course in Paper Craft, Certificate Course in Food Craft, Workshop on ‘Health and Hygiene’, Perfume Making, Dantamanjan Making, Utne Making, Face pack Making, Food Craft Course (Breakfast items), Liquid Soap & Face Pack,
• Other certificate courses introduced by SCWSD are Health Care Workers-3 month certificate course (in collaboration with Navjeevan Society), and Effective Communication in Community Intervention” (for Social Workers from Akanksha),
• The degree courses (B.Sc.IT, M.Sc. in Analytical Chem. & PhD in Applied Biology) have been introduced to impart additional knowledge and skills as demanded by a quality-conscious world. The objective of these courses is to train the students to greater academic excellence and professional expertise and offer varied career options in the current dynamic world.
• The certificate course (CLM) was designed in close collaboration with clinical organizations to enable pathologists and those working in clinical departments to upgrade their skills.
• The University of Mumbai recognized Add-on Career-Oriented Certificate Course in Bioinformatics was designed so that the students would experience the latest software technology used in the industry in their biological field.
• Maharashtra State Certificate in Information Technology (MSCIT and MSACIT) and short term certificate computer courses (MS Office, Internet, D.T.P., Web Designing and Software Programming) to train the students in the latest software packages to improve their career options.
• The several certificate courses conducted by SCWSD are designed to prepare the participants to address social and health issues in all forms, and to create enhanced awareness on issues related to women. Some courses are also been designed to equip the women coming from less privileged homes with income-generating skills which will help them to achieve a degree of economic sustenance and independence.
II. CRITERION II: TEACHING – LEARNING AND EVALUATION

2.1 Student enrolment and profile
2.1.1 How does your College ensure publicity and transparency in the admission process?

The college ensures publicity and transparency in the admission process by complying with all the directives sent by the University of Mumbai. Merit lists under various categories – open, minority, reserved, sports, etc. – are published as per schedule on the website and on notice boards in the college. Information about the admission process is provided on the college website and prospectus.

During the process of admission, staff members counsel the students and provide information about the curriculum. This gives the student a chance to make a more balanced choice. Students can also change their subjects within a stipulated period. Admissions to the post graduate courses also follow rules laid down by the university. Merit lists are displayed on notice boards and on the website.

2.1.2 Explain in detail, the criteria adopted and the process of admission to various programmes of the Institution: (E.g., (i) Merit (ii) Common admission test conducted by state agencies and national agencies (iii) Combination of merit and entrance test and interview (iv) Any other)

The criteria adopted for admission to the various aided programmes are based on merit as per the rules of the University of Mumbai. Admission to the unaided BMM and BSc IT programmes is also strictly on merit as per University rules.

The college has an open admission policy, welcoming all women wanting to get higher education. Hence, every applicant gets an admission form. The HSC marks and the placement on the merit list are the only basis for admission. Merit lists for inhouse, external, minority and reserved categories are displayed on our college website and student notice boards.

Common entrance tests are conducted for the MSc programme in Life Science. The post graduate diploma in Quality Assurance in the Food and Pharmaceutical Industries uses a combination of entrance tests, group discussions and personal interviews while granting admission. Admission for DCA and CLM programmes is open to all students who have graduated in a Biological Science. Admission to certificate courses run by the Women’s Centre is open to all depending on the seats available.
2.1.3 **Give the minimum and maximum percentages of marks for admission at entry level for each of the programmes offered by the affiliating university within the city/district**

The college policy of welcoming all women wanting to get higher education does not lend itself to determining a fixed cut off for admission. Admission at entry level for each of the programmes offered is done as per the availability of seats.

2.1.4 **Is there a mechanism in your institution to review the admission process and student profiles annually? □ Yes □ No**

If ‘Yes’, what is the outcome of such an effort and how has it contributed to the improvement of the process?

The entire admission is controlled by the University, including the schedule for the publication of each merit list and the payment of fees. Some science departments make an effort to maintain a record of academic details of each batch of students to track their academic and professional growth.

2.1.5 **Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of your department and its students profiles demonstration/reflect the National commitment to diversity and inclusion:**

- SC/ST
- OBC
- Women
- Differently-abled
- Economically weaker section
- Minority community
- Any other

Sophia is a Christian minority institution, but welcomes women from every community, and those belonging to backward communities such as SC, ST, and OBC are admitted according to the university rules. Separate merit lists are published during the time of the admission giving them the priority. Differently-abled students are also given opportunities. Economically weaker sections are offered student aid beyond the government scholarships available.

This inclusive admission policy of the institution thus reflects the national commitment to diversity, by encouraging and supporting students from varied backgrounds. The PG section admits male students.

2.1.6 **Provide the following details for various programmes offered by your institution during the last four years and comment on the trends.**
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* These figures indicate the application sent by university hence are not used in calculation of demand ratio.
2.2 CATERING TO DIVERSITY IN STUDENTS

2.2.1 How does the institution cater to the needs of differently-abled students (i.e. Gifted students, Slow Learners, Students with Dyslexia, Dysgraphia or Dyscalculia and Students with Physical Handicaps), and ensure adherence to government policies in this regard?

Staff members encourage interaction with students outside the classroom to solve doubts, and they give personal attention to both gifted students and slow learners. As per rules, concessions are provided to those with learning disabilities. The counselling centre provides links to e-learning and conducts time management and problem solving sessions. Remedial teaching is also undertaken to help students who have a communication problem and are slow learners. Peer teaching is also encouraged by all departments. Ramps and railings have been installed for students with physical handicaps, and they are also permitted to use the lifts.

Gifted students can opt for the excellence in arts and science programme which encourage them to write seminar papers, cultural component papers and research papers, make literature surveys and power point presentations. Analytical, critical and organizational skills are thus developed. The students are expected to pursue rigorously the quest for excellence taking in their stride the various pressures of their regular academic course. They are also expected to take part in outreach activities involving social service to the less privileged. The number and range of extra-curricular activities also gives them the opportunity to develop their talents, and hone their organisational and leadership abilities.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? □ Yes □ No If ‘yes’, give details on the process.

The students’ are encouraged to voice their expectations from the course at the commencement of the year, and a conscious effort is made to satisfy them. Special sessions are conducted to improve their communication in English and ICT skills. For example, at the beginning of the academic year, the Department of English conducts a test to divide FYBA Communication Skills students into four groups. They are tested on the basis of their ability to use language, their proficiency with grammar and their writing skills. This is undertaken to provide a student–friendly learning environment. It also helps the teachers to create lesson plans that best suit the interests and needs of each group.

The entry point student feedback administered at the first year level helps teachers to understand the background of the students (e.g.,
parental education and profession and students’ medium of instruction at school).

2.2.3 What are the strategies drawn and deployed by the institution, to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge Courses / Remedial Courses / Add-on Courses/Enrichment Courses, etc.)

The strategies deployed by the institution are as follows:

- Remedial classes are organized for students who are admitted late or have difficulty with the English language. Peer teaching is also encouraged.
- The UGC Grant for remedial teaching is utilised to conduct remedial classes, e.g., “English Enhancement” classes for students who lack language skills.
- The Economics Department designed a syllabus on mathematical economics and invited external resource persons for SYBA students planning to opt for economics single major in the final year, but facing difficulties in handling the syllabus. This was organized under the UGC grant for remedial teaching.
- A UGC recognized Add-on Course in Bioinformatics is conducted by the Department of Life Sciences.
- ANANYA events organized by all departments focus on environmental themes and acquaint students with information beyond the syllabus.
- The Annual Nobel Oration and Lecture workshops are organized to provide the latest information on frontier areas in Science.
- Advanced computer skills workshops in Quark Express, Adobe Photoshop and Corel Draw are organized for the third year BMM students to give them the necessary technical skills in either journalism or advertising careers.
- The BMM Department invites media professionals on each Saturday for an interaction with all the students to give them insights into the media world.
- The Film Society, run by the students of the BMM course, screen films by renowned directors once a week.
- The Certificate courses of SCWSD in Women’s Empowerment, Social work relating to women and children, and Social Research Methods are all geared to expanding the students’ horizon beyond the curriculum and also to give them deeper insights, wider perspectives on issues that arise in the syllabus.

2.2.4 How does the institution sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The theme of the year has often focused on both environment and gender issues and the activities linked to them sensitize the students. Programmes organized during ANANYA emphasize gender, inclusion
and environmental issues. All departments focus on gender themes by organizing lectures, interactive sessions and movies followed by group discussions. First year BMM students interacted with a young female Sarpanch at Panvel and discussed the issues of gender, leadership and power. Second year Psychology students had a similar interaction with students in schools around Rajgurunagar.

The activities and courses run by the Centre for Women’s Studies and Development are gender-based and opportunities are opened for disadvantaged women to become independent.

Departments encourage students to participate in NSS programmes, such as teaching municipal school students, helping with fund raising for activities such as CAN-KIDS for cancer-affected children and organizing visits to old age homes, orphanages and rescue and remand homes.

Environment issues are also given centre stage by most departments. Activities such as poster-making, slogan-writing and photography competitions are held. Activity workshops like waste-recycling, GM food crops, tracking carbon footprints, community kitchen, sericulture, compost-making, film-screening, exhibitions, nature walks, excursions, maintaining the herbal garden, field visits and introducing students to concepts of ‘Green Chemistry’ and ‘Biodiversity’ on the college campus are organized.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners (Gifted students)?

Students with academic potential and the willingness to go beyond the syllabus are identified at the beginning of the first year of all courses. They are then encouraged to participate in the EXAP and EXSP programme, research activities, peer teaching, internship programmes, intercollegiate competitions and innovative application of existing software.

The EXAP Programme consists of Seminar, Cultural and Research components. For each component, students work in groups and present reports/abstracts/papers over four semesters (from the second semester to the fifth). They are also expected to undertake one organizational activity involving social service to the less privileged. Participants are encouraged to develop presentation, analytical, critical and organizational skills. Prizes and certificates are awarded to students who successfully complete the EXAP programme.

The following table summarizes the number of presentations made in the past five years.
The EXSP Programme includes a wide range of events and subjects so as to ensure the development of scientific attitudes, organization and presentation skills. The emphasis is on motivation, creativity and independent thought. The following table summarizes the presentations made in the past five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Seminar Semester III</th>
<th>Cultural Semester IV</th>
<th>Research Semester V</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2010-11</td>
<td>4</td>
<td>5</td>
<td>3</td>
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<tr>
<td>2011-12</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2012-13</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2013-14</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

2.2.6 How does the institution collect, analyse and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out? (Students from the disadvantaged sections of society, students who are physically challenged, slow learners, students from the economically weaker sections etc.)?

During the admission procedure, teachers counsel the student about the subject choices, information about any problems that the student is also discussed. These problems may be academic, financial or any other.

Students who come from economically weaker sections are informed about the freeships available to them through various agencies (government, private and the institution). The students can refer to the prospectus and Student Notice Boards for more information. They can approach the Coordinator of Student Activities for guidance and can apply for freeships and assistance.

Students with learning problems can approach the staff both at the time of admission or during the academic year regarding their difficulty. At the time of admission, the teachers inform the students about the choice of subjects and also the rules and concessions available, such as extra time/ writer at the time of examination, different passing criteria and agencies for recognized testing. The students can also approach the
Counselling Centre, the Coordinator of Student Activities, and the Vice-Principals for any help required.

2.3 TEACHING- LEARNING PROCESS

2.3.1 How does the institution plan and organize the teaching, learning and evaluation schedules?

The academic calendar published in the handbook gives information on the number of teaching days and dates of examinations. The workload of the year is assigned to the different members of the department. The teachers organize their lectures according to the college calendar and maintain individual plan books for organizing teaching-learning schedules. This helps them to cover the syllabus in a systematic way. The Plan Book is checked by the Head of Department at the end of the week and verified by the Vice Principal at the end of the month. Each member of the department has also to submit a six monthly report of the academic activities conducted.

Test schedules and assignment deadlines are planned according to the academic calendar and given to the vice-principals, who then coordinate the test dates to avoid clashes.

Each department also submits a list of goals and programmes it intends to organize for the year. An annual report of the various academic and non-academic activities is submitted to the Principal at the end of the academic year.

The faculty is advised to maintain a steady pace in the teaching to avoid extra classes at the end of the semester. As each semester is approximately of 13 weeks, all teachers are very conscious of the need for methodical planning. Staff members have the freedom to organize their teaching plan as per the needs of the students. For example, the Economics department includes in their plan, the holding of tutorials on quantitative papers, teaching sessions on the use of statistical tools, Excel sheets, R software and practice sessions on drawing graphs.

All teachers of the science departments maintain a weekly plan book for planning their theory lectures. The practical schedule is planned by the staff in-charge of each class and recorded in the laboratory plan book for the information of teaching and non-teaching staff.

The University has prescribed a set pattern of evaluation for both internal assessment and semester end examinations; this is followed by all departments. Details of test dates and assignment dates are communicated to the students in the class room and on notice boards well in advance. The semester end examination time table is also displayed on the notice board well in advance.
A system of continuous assessment of daily work is followed in addition to tests and semester end examinations through oral exams, open book tests, multiple choice tests, presentations, assignments etc.

The self-financed BMM and B.Sc. (IT), and the post graduate programmes, follow the general academic calendar of the college. Weekly plans are flexible and set up in consultation with guest faculty.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

The IQAC plays a very important role in helping to improve the Teaching / Learning process. It administers a feedback questionnaire for students of all classes at the exit point, in order to get the students’ perception of methods of teaching, assessment of academic activities, evaluation practices, initiatives taken to improve student performance and student participation in classroom activities. It also administers an entry point feedback at the FY level to ascertain the background of the students, their areas of interest and aspirations.

Initially, the questionnaires were filled in by the students in the classroom. The data was fed and processed by students of the Statistics department and a quantitative analysis was arrived at. The coordinator of the IQAC made a quantitative analysis based on the findings. As the questionnaires were not subject specific, only generalizations were made. The questionnaires were then revised and made more student-friendly, comprehensive and subject-specific. An in-house programme was developed and students now give their feedback online in the computer laboratory. Thus, an instant, subject-wise quantitative analysis can be made. Copies of the analysis are given to the Heads of Departments, who use them to discuss strategies of teaching/learning improvements at department meetings and make a qualitative report. The IQAC coordinator makes a Qualitative Analysis of the library, administrative offices and computer labs. She meets them and discusses ways to improve service.

The introduction of the use of IT for feedback has not only helped in a speedy analysis of data but also has made the IQAC office paper-free. In order to get a valid response from students, the handbook includes pages where they can keep a record of teaching methods used by different teachers. This was found to be necessary as students often forgot whether certain methods were experienced and gave incorrect responses. The aim was to make students responsible learners too.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills among the students, like: Interactive learning: Collaborative learning:
Many departments use ICT to enhance their teaching programme. Teachers prepare PowerPoint Presentations for relevant topics and also encourage students to prepare PowerPoint presentations. Postgraduate students also prepare PowerPoint presentations as part of their internal assessment.

In order to make learning more student-centric and offer variations on the typical lecture method, interesting ways of teaching-learning are adopted, e.g., subject-related model-making, skit performances, crosswords, quizzes, Sudoku, hands-on IT applications. Students are encouraged to participate in group presentations, discussions, debates, curricular and extra-curricular activities of the department and the college.

Several departments organize visits to Science and Research Institutes and Industries. These trips help students to learn about the latest techniques applied in research and industry as well as the need to sustain the natural environment.

Collaborative learning is encouraged through group study and peer teaching. The students are encouraged to interact with students of other classes/courses through seminar presentations, workshops and group activities like survey research and group presentations on recent developments in the subject. Groups are formed to study and solve examples together. During the science practicals, strategies are employed to ensure a better student-teacher interaction. Students are also encouraged to discuss and present the findings of their experiments/projects in the class.

Many subjects such as Chemistry, History, Life Science, Microbiology, Physics, Political Science, Psychology, Zoology, English and BMM have display boards located at strategic points in the college. Details on subject related information, charts, posters, advertisements, newspapers articles, seminars, conferences, research activity, scientific contributions, competitions, congratulatory / greetings of students performances, articles on discoveries in science, diseases, environment, academic events, lists of experiments, career and worldwide information, practical data sheets, circulars, announcements, information on animals, information on ranking of colleges and Certificate Courses of University of Mumbai.

Reference lists and website references are provided to facilitate independent learning. Students are encouraged to use departmental libraries. Postgraduate students are actively involved in planning the practicals, reagent preparations and encouraged to do independent referencing for research work and paper presentation.
Teachers use their knowledge of the composition of the class to plan effective teaching methods to be used in the course of the year. In addition, the IQAC entry point feedback gives the background of the students, their medium of instruction in school and their aspirations.

The postgraduate self-financed programmes use practical real life teaching strategies. The students undergo training at various public testing laboratories and clinical laboratories, different food and pharmaceutical industries in and out of Mumbai. Each training session is followed by an assessment of the industry or laboratory concerned, and the students have to make a formal presentation about their visit.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Talks by external experts on recent developments in science are organized throughout the year. Student participation in collegiate and intercollegiate events and competitions such as seminars, skit performances, model-making and creative writing is always encouraged. Participation in the Excellence in Science and Arts Programmes helps students to develop a scientific temper, critical thinking, creativity and a sense of achievement and provides exposure to various research methods, information and instrumentation beyond the syllabus. Undergraduate students are actively involved in classroom discussions on the latest news articles on current events and advances in all subjects.

Students are also involved in various activities undertaken by different clubs and organize events in student festivals like KALEIDOSCOPE, MUNSOPHICAL and ANANYA. This serves as an opportunity to instil qualities of management skills, decision making, team work and leadership in the students.

Participation in departmental activities, field excursions, surveys on socially relevant themes, cultural activities are encouraged by the institution. They are also encouraged to participate in events dealing with socially relevant and national issues in Ananya.

Postgraduate students are guided to reference journals while writing reports for their research project. This encourages a spirit of critical thinking and scientific temper among them. Journalism students of the BMM department start the day with an Editorial Conference summarizing the main news’ stories of the past days/week. They gain insights of how editorials are written. Critical thinking is encouraged through discussions of current issues. Research articles are incisively dissected for a critical appreciation.
2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g.:

- Virtual laboratories,
- E-learning–resources from National Programme on Technology Enhanced Learning (NPTEL)
- E-learning–resources from National Mission on Education through Information and Communication Technology (NME-ICT)
- Open educational resources
- Mobile education (education which is through mobile phones, on-the-go)

The variety of information available on the internet is used by the staff in preparation of lectures and study material. Documentaries and educational videos are frequently used to assist classroom teaching. The application of ICT tools make the concepts taught in lectures easier to absorb and retain. Various Open Source Software are used in teaching, for different purposes like analyzing and presenting data. The students are also encouraged to use these materials in their class presentations. Virtual laboratories are recommended for learning the technique of using advanced instruments and methods. Post graduate students use educational websites or NPTEL portal to prepare for competitive and entrance exams.

Students are encouraged to create groups on social networking websites so that information about texts, topics, events, activities can be shared with them. The groups also share e-material (e-books, links to articles, JSTOR essays, videos) and information on various departmental activities and cultural events taking place across the city.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops, etc)

The college arranges a number of workshops and seminars to expose teachers and students to different areas of knowledge. The National Seminars Series on Mumbai was organized on literary, historical, economic and educational issues involving Mumbai. Students had an opportunity to attend the seminars and presented papers on these. The conferences, seminars and talks by experts organized by different departments such as Philosophy, Economics, History, English, Education, Psychology and Life science, Microbiology also exposed the teachers and students to advances made in various areas of knowledge.

2.3.7 Detail (process and the number of students / benefitted) on the academic, personal and psycho-social support and guidance services provided to students:
• Professional Counselling
• Mentoring
• Academic advice
  The focus is always on improving student performance through staff – student interaction. Students are free to discuss any problem faced. For example, students have benefitted from the contact system followed by the Chemistry department. Teachers and the college counsellor also play an active role in advising students regarding career choices.

The counsellor meets the first year class at the beginning of the academic year, and follow-up with sessions on various issues such as abuse of women. Group interactions and individual Counselling is available in the Counselling centre.

Academic advice is also given at the time of admission of each academic year. The vice-principals and the coordinators personally meet students with attendance default and academic problems. Heads of the departments concerned are kept informed on these issues.

2.3.8 Provide details of innovative teaching approaches/methods adopted by faculty during last 4 years? I. Innovative teaching methods for the curriculum. What efforts were made by the institution to encourage faculty to adopt new & innovative approaches? What is the impact of such innovative practices on student learning?

Various innovative methods are used to expose students to areas of the subject beyond the syllabus and to develop interest in expanding frontiers of knowledge. For example, lectures by eminent personalities, exhibitions, workshops, science updates, class discussions, cork board displays on current topics and research, educational film screenings and field trips are organized. Some creative activities include model making, skit competitions, poster presentations, practical demonstrations and self-study exercises using crosswords / Sudoku and use of software, use of dramatization, power point presentations and group presentations.

Staff is encouraged to participate in workshops and seminars on new methods of teaching and evaluation. Meetings are held in the department where the staff members exchange ideas regarding new and innovative teaching methodologies including student feedback. Teachers are encouraged to take up research projects and collaborate with other institutions.

Increased knowledge acquired through workshops / conferences is directly transferred to the students in class. This also helps the teacher to promote a collaborative attitude, research culture, motivate interest and a mature approach to solving problems faced by learners.
2.3.9 How are library resources used to augment the teaching-learning process?

The departments suggest the use of recent reference books and journals to motivate students to go beyond the syllabus. This helps in making the teaching process more vibrant and meaningful. Most departments have their own well stocked library which is used extensively by staff and students. Suggestions are made by the staff members to the library to procure the latest books. Students avail of the referral services provided by the library. The well stocked audio visual section is also used extensively. Students can take advantage of the available resources for independent learning. The library indexing of articles in newspapers and journals is useful to teachers and students for researching on topics in and beyond the curriculum. Arts and Science journals are bound at the end of the year. The Table of Contents of these bound journals is provided to help the users to find their material without wasting time.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? □ Yes □ No If ‘yes’, elaborate on the challenges encountered and the institution approaches to overcome these.

The schedule for teaching is maintained meticulously. However, due to unavoidable circumstances (election duty, extra holidays declared by govt. etc.) extra lectures are taken with the permission of the Vice Principal and Head of the Department. The teachers refer to the time table and ensure the smooth implementation of extra lectures.

2.3.11 How does the institution monitor and evaluate the quality of teaching learning?

The institution administers the Teacher Assessment Questionnaire (TAQ) to students. Newly appointed teachers undergo this exercise every year. Permanent teachers are also encouraged to have the TAQ administered in their classes every few years to gain feedback from students. The feedback of the TAQ is collated in the administrative office. The Principal, along with the Head of the department, discusses the results with the teacher concerned. After the accreditation by NAAC in 2003, questionnaires were revised to deal with various aspects of the college including teaching methods used and administered to the graduating students. The feedback received is analyzed by the IQAC in order to improve the quality of teaching learning. Other methods followed by the college are:

- The weekly plan book, which is checked by the Head of Department every week and the Vice-Principal at the end of every month.
- The six-monthly report that every teacher writes at the end of each term.
• The **Confidential Reports** prepared by the Principal twice a year for every new teacher, in consultation with the respective Vice-Principal and Head of Department. The Confidential Report is discussed with the teacher concerned.

• The **supervised lecture**, which takes place twice a year in the case of every new teacher. The lectures are supervised by the Principal, Vice-Principal and Head of Department (any two).

• The **Performance Appraisal** form and the Self Assessment form that are filled in by the teacher at the end of the academic year.

• **SWOC** analysis conducted by the department at the end of the year. Results of TAQ, SWOC analysis and IQAC feedback of the students at exit level are used to identify and address lacunae in teaching-learning at department meetings. Departments also discuss problems arising in the teaching schedule as well as classroom discipline.

2.4 TEACHER QUALITY

2.4.1 Provide the following details and elaborate on the strategies adopted by the institution to meet the changing requirements of the curriculum.

• **Planning of its human resources (qualified and competent teachers)**

• **Management (recruitment and retention) of its human resources (qualified and competent teachers)**

Most posts in the University recognized departments are filled with qualified and competent permanent teachers. To enhance their teaching skills, the teachers attend workshops organized by individual Boards of Studies when syllabi are revised.

The undergraduate un-aided courses such as BMM and B.Sc. (IT) invite experts from the relevant fields as visiting faculty. The visiting faculty impart their knowledge and expertise in their lectures and address the changing needs of the curriculum. Post Graduate Diploma Courses in Quality Assurance, Clinical Analysis and Laboratory Management courses are conducted through lectures given by in-house and visiting faculty from leading industrial houses and research organizations and practical sessions held in the laboratories on the premises. In-plant training in Food and Pharma Industries and Clinical Laboratories and field visits to industries located in and out of Mumbai are an integral part of the programme.

Regular staff seminars for the entire teaching faculty are a feature at Sophia. Staff seminars on ‘Strategic Planning’ were conducted by Mr. Conrad Saldanha in the course of the year 2009-2010 leading to concrete decisions taken regarding the vision and the core values of the college. During the staff seminars, teachers also share the goals adopted by the department for the year and the activities planned for
initiating these goals. Teachers are encouraged to attend seminars, conferences, workshops, Orientation and Refresher Courses.

In order to strengthen the teaching-learning process, improve teacher quality and to meet the changing requirements of the curriculum, the faculty members are encouraged to keep abreast with the latest developments in their field by the book grant schemes offered by the University of Mumbai (the permanent teachers are reimbursed by the University) as well as the College Book Grant Scheme every year (whereby permanent teachers are given reimbursement by the College) for any book bought for personal study.

The college follows the regulations laid by the University of Mumbai while recruiting new teachers. The college takes effort not only to appoint qualified and experienced staff who are also committed to their subject and teaching. This effort results in very few teachers leaving the college.

The departments of Mass Media, Quality Assurance and Information Technology depend on contacts developed through networking for retention of guest lecturers.

An Orientation Programme for new teaching staff is organized by to introduce the new staff with the culture of the college. The library also orients the new staff members on the optimal use of the resources available in the library.

The teachers are encouraged to upgrade their knowledge and skills and to pursue research in their areas of interest. Many teachers attend and present papers in conferences and workshops. Staff-seminars are organized regularly to motivate staff to upgrade their teaching skills. Seminars are also held for staff to share and present their research projects. The interactions during the regularly held departmental meetings also help the teachers to bond and plan activities. These activities motivate the students, but also to widen the horizons of the teachers who organize the programmes.

2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction during the last three years. Provide details on the outcomes during the last three years.

To meet this situation, eminent specialists in the field of emerging new areas are invited for example experts are invited by the Life Sciences department to talk on Environmental Management and Regulations, Biotechnology – Patenting / ISO, and Computational Neurosciences. The Bio-informatics course is coordinated by Dr. Fatema Bhinderwala
from BARC with guest faculty from well known research institutes in the field of Bio-technology.

Departments like Mass Media, Information Technology, Quality Assurance and Clinical Analysis liaise with in-house faculty and faculty from other colleges and academic and social contacts to check availability of faculty. These departments also liaise with industry, clinical organizations and media houses for experts who are willing to share their knowledge and insight with the students.

- The Mass Media department invites professionals from various areas such as Mr. Tapan Mody, Mr. Floyd Gracias, Ms. Harini Calamur, Ms. Reena Agrawal, Ms. Lina Mathias, Mr. Allan Colaco, Ms. Sharmila Joshi, Mr. Hemant Kombrabail, etc as visiting faculty. Media professionals are invited each Saturday, to interact with students, and to give them insights into the media world. Notable speakers include advertising professionals such as Prahlad Kakkar, Subir Chatterjee, Gangadharan Menon; documentary and other film makers, Paromita Vohra, Anand Patwardhan, Kiran Rao; journalists, Jerry Pinto, Naresh Fernandes, Olga Tellis, Carol Andrade; on women’s issues, Dr Janet Leach, Sameera Khan; photographers, Annie Griffiths, Raghu Rai; novelist Kiran Nagarkar.

- Mrs. Manpreet Singh, Mrs. Saqueba Shaikh, Ms. Sidranaaz Qazi are on the visiting faculty of the recently introduced B.Sc. (IT) course.

- The Quality Assurance department invites professionals like Dr. R. M Kothurkar, (Novartis), Mr. Thomas Rego (Growth Choice Consultants), Fr. Gordon Daniells (XICS Xavier's institute), Prof. Prakash Nabar (Alto Chemico), Mr. Soli J. Kekobad (Taste L), Dr. A.R. Shenoy (S.S. Laboratories), Ms. Mala Ayyapan (Bureau of Indian Standards), Ms. Asha Sridhar (TUV), Mr. Bipin Sheth (Pastonjee Icecreams), Mr A.A. Joshi (IIP), Mr. M.M. Chitale (Ex-PFNDAI), Mr. Ramesh Shanbhag (PCI), Mr. Rakesh Tirpude (FDA), Dr. Lambert Rodrigues (ICT), Dr. D Rajagopalan (Forstar Foods), Dr. Mary Francis (Mascot Spin Control), Dr. Gopakumar Nair (GNA ‘N’ Lex Hermeneutics), Late Dr. A.S. Gholap (BARC), Late Dr. S.V. Padgaonkar (Clarico) and others.

- The DCA/CLM programmes invites experts from research organizations and health institutes such as Dr Aparna Jairam (Dr Phadke's and SRL labs), Dr. Vijay Parekh (Min- Ray), Dr. T F Ashavaid (Chief of P D Hinduja Labs), Dr Saida Ansari (SRL labs), Dr. Shubha Chogle (Breach Candy Hosp Trust Labs), Ms. Chogle (Medico legal- Lawyer), Ms Saika Singh (J&J), Ms. Sandhya Bastian (Roche Diag India), Mr. Farsheed Bhivandiwala (Bio Med Eng – Randox), Ms. Vibha Mbhrakar (Roche Diagnostics India), Mr. Anirudh Doshi (P D Hinduja Nat Hospital), Mr. Ramesh Chavan (Jaslok Hospital), Mr. Mukesh Singh (Deming Inst and Six Sigma
2.4.3 **Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

a) **Nomination to staff development programmes**

Staff of all departments regularly attends orientation and refresher courses, staff training and development courses, soft skill courses and summer schools etc. The staff members who have attended orientation courses and refresher courses in the last five years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Orientation Course</th>
<th>Refresher course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Ms. S. Prabhu (Microbiology)</td>
<td>Ms. S. Kadiru (Zoology)</td>
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<tr>
<td></td>
<td></td>
<td>Ms. S. Dugal (Microbiology)</td>
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<tr>
<td></td>
<td></td>
<td>Dr. (Sr.) A Amritmahal (English)</td>
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<td></td>
<td></td>
<td>Dr. P Shetty (Chemistry)</td>
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<tr>
<td></td>
<td></td>
<td>Dr. R. D’Souza (Zoology)</td>
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<tr>
<td></td>
<td></td>
<td>Ms. J. Kanoria (English)</td>
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<tr>
<td></td>
<td></td>
<td>Mrs. Rashna Poncha (History)</td>
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<td></td>
<td></td>
<td>Dr. Andrea Coutinho (Education)</td>
</tr>
<tr>
<td>2010-11</td>
<td>Mrs. P Suresh (Librarian)</td>
<td>-</td>
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<tr>
<td></td>
<td>Sr. P D’Souza (Psychology)</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>Dr. S Murthy (Chemistry)</td>
<td>Ms. S. Prabhu (Microbiology)</td>
</tr>
<tr>
<td>2012-13</td>
<td>Ms. J.B. Vachharajani (English)</td>
<td>Sr. P. D’Souza (Psychology)</td>
</tr>
<tr>
<td></td>
<td>Ms. R. S. Ferns (Chemistry)</td>
<td>Dr. S. Murthy (Chemistry)</td>
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<tr>
<td></td>
<td>Ms. S. Shaikh (Political Science)</td>
<td>Dr. S. Dubey (Economics)</td>
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<tr>
<td></td>
<td></td>
<td>Ms. S. Kadiru (Zoology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. A. Tendulkar (Sociology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. T. Allis (Philosophy)</td>
</tr>
<tr>
<td>2013-14</td>
<td>Ms. N.S. Yadav (Economics)</td>
<td>Ms. S. Prabhu (Microbiology)</td>
</tr>
<tr>
<td></td>
<td>Dr. M. H. Kaji (Biochemistry)</td>
<td>Ms. R.S. Ferns (Chemistry)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. M.R. Garud (Chemistry)</td>
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<tr>
<td></td>
<td></td>
<td>Ms. S. Kadiru (Zoology)</td>
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<td></td>
<td></td>
<td>Ms. S. Shaikh (Political Science)</td>
</tr>
</tbody>
</table>

Four teachers (Dr. A. Tendulkar, Dr. T. Allis, Dr. P. Rozario and Dr. P. Shetty) have attended the Soft Skills Development in 2013-14.

Dr. Yasmin Khan (Life Science) was awarded a Fulbright-Nehru Senior Research Fellowship at the National Institute of Health, Washington DC from September 2012 to January 2013. Dr. (Sr.) Ananda Amritmahal (English) was awarded the Fulbright Teaching Fellowship to continue her research on ‘Women Mystic Poets’ at Loyola University, Chicago, USA in February – May, 2012.
The Institution organizes at least one staff seminar every semester. Issues relating to efficient teaching learning methods, innovative ways of knowledge dissemination and presentations of completed and ongoing research projects are brought to the fore in the course of the seminar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Staff Seminar</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Strategic Planning</td>
<td>Teachers was involved in framing the vision and mission of the college and the goals and objectives of teaching learning process.</td>
</tr>
<tr>
<td>January 29, 2010</td>
<td>Money Matters</td>
<td>Acquainted staff with knowledge of personal financial planning</td>
</tr>
<tr>
<td>March 15, 2010</td>
<td>“Gender and Climate Change”</td>
<td>Environmental issues leading to theme of the year</td>
</tr>
<tr>
<td>June 4-5, 2010</td>
<td>Orientation Programme</td>
<td>New Staff members were introduced to teaching methods, rule and regulations and facilities of the institution.</td>
</tr>
<tr>
<td>March 30, 2011</td>
<td>Basic Counselling Skills</td>
<td></td>
</tr>
<tr>
<td>June 9, 16, 2011</td>
<td>An orientation for new staff members</td>
<td></td>
</tr>
<tr>
<td>February 25, 2012</td>
<td>Gender Concerns in Women's Studies and Women's Movement in a Contemporary Context</td>
<td>Environmental issues and methods of raising awareness among students were discussed.</td>
</tr>
<tr>
<td>March 21, 2012</td>
<td>Common Health Problems of Teachers and Remedies Using Ergonomics and Physiotherapy</td>
<td>Strategies for effective delivery of lectures, improved concentration, health issues of teachers.</td>
</tr>
</tbody>
</table>

Teachers are encouraged to attend and participate in talks, seminars and workshops to deepen their knowledge and enhance their teaching skills. Teachers were also encouraged to take up research projects. Four teachers (Ms. A. Tendulkar, Ms. P. Shetty, Ms. S. Dubey and Mrs. Gianni Mapara) availed of the FIP scheme to pursue their Doctoral Programme. Some teachers have also completed their M.Phil Programme in the last five years. Teachers are involved as guides for the Seminar, Research and Literature Survey components in EXAP and EXSP Programmes. Teachers in department with Post Graduate programme guide students in their research. Some teachers are also guides for PhD students several teachers are also on the Board of
Studies and Syllabus Review committees, Faculty of Arts and Faculty of Science. They are also appointed as paper-setters for various papers in Arts and Science at graduate and post-graduate level by the University.

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

- Many senior staff are members of the Board of Studies in their subjects and are involved in syllabi review of their subjects. All staff regularly attend workshops organized by Boards of Studies in their respective subjects when new syllabi are introduced.
- Staff regularly attends lectures, workshops, conferences in their subject area and also organizes the same in the college.
- The institution has invested in slide projectors, LCDs and OHPs. The departments have well-stocked department libraries and subscribe to subject related journals.
- The teachers create OHP, power-point presentations and videos on topics in the syllabi. Relevant presentations, videos and movies are sourced from the web and presented to the students during lectures. Students are given websites and links to various pages to encourage them to enhance their knowledge on the concepts of the syllabi.
- Teachers use the computers available in the Staff Room, Computer Lab and the Library to access the internet, and they use technology to enhance the delivery of the syllabi in a meaningful manner.
- Informal student feedback is sought after new teaching methods are introduced. Feedback regarding the teaching methods used by the new staff is obtained through Teacher Assessment Questionnaire. Feedback about the efficacy of the various teaching methods used is obtained through the Exit Questionnaire administered at the academic year end.
- Teachers have upgraded themselves in the use of ICT tools (Photoshop, MS-PowerPoint, MS Word, MS Excel) by enrolling in certificate courses like MSCIT and MSACIT (Govt. recognized) and short term software courses offered by the computer lab. The well qualified staff of the computer lab assists teachers on any problem faced regarding the use of computers.

c) Percentage of faculty

- invited as resource persons in Workshop / seminars / Conferences organized by external professional agencies
- participated in external Workshop / Seminars / Conferences recognized by national / international professional bodies
- presented papers in Workshop/ Seminars / Conferences conducted or recognized by professional agencies
Some staff members have been invited as resource persons / presented papers while most have attended workshop/seminars/conferences organized by external professional agencies.

**Details of presentations are given in 3.1**

<table>
<thead>
<tr>
<th>Faculty invited as resource persons in workshops/seminars/conferences organized by professional agencies</th>
<th>Percentage of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Professional agencies</td>
<td>60%</td>
</tr>
<tr>
<td>National/International Professional agencies</td>
<td>30%</td>
</tr>
<tr>
<td>Presented paper</td>
<td>74%</td>
</tr>
</tbody>
</table>

### 2.4.4 What policies / systems are in place to recharge teachers in your department? (For example providing research grants, study leave, Support for research, academic publications, teaching experience in other national institutions, specialized programmes, Industrial engagement, etc.)

Staff apply for research and travel grants to enable them to take up research projects. These have resulted in papers published in national and international journals. The institution puts information of the various research grant institutions like UGC, ICSSR etc., on the Staff Notice Board. The institution also uses research grants received from private sources such as Dhandevi Mahindra Research Fellowship, Dr. (Mrs.) Barbara Naidu Memorial Scholarship, and Lobo Dubey Research Scholarship which are annually awarded to staff. Teachers working on or who have completed a research project are encouraged to share these with their colleagues in a staff seminar.

Staff members, have availed of FIP leave / time-table adjustments to complete their PhD work, or to participate in research projects in collaboration with other institutions. Teachers are encouraged to attend subject related lectures, workshops, seminars and other training programmes to be acquainted with the latest research and advanced instrumentation methods. Staff shares these experiences with their colleagues in the departmental meetings held regularly.

Teachers also write papers and articles in various periodicals and journals and make presentations in various conferences, seminars and workshops. Articles written by staff have been published in the Women’s Centre journal ‘Urdhva Mula’. Time-table adjustments are made to help staff members, who are invited, to lecture in other colleges like postgraduate lectures in Arts and Sciences. Teachers are also invited as resource persons in seminars, conferences and workshops to share their knowledge and ideas.

The college library subscribes to various periodicals and journals (paper and e-editions) in the library to acquaint the staff with contemporary research. The college also has a well-equipped Suman
Tulsiani Research Centre where teachers from the Science Departments can carry out research projects. Teachers also visit labs of other research institutes to collaborate, and to use the facilities available there.

2.4.5 Give the number of faculty in the institution who received awards / recognition for excellence in teaching during the last four years: Enunciate how your departmental culture & environment contributed to such performances /achievement of the faculty.

Two teachers (one each from Life Science and Microbiology) have been awarded at the state and national level for their contribution to excellence in teaching. Several teachers are invited as resource persons for talks, seminars and conferences by various institutions. They have also been elected to the Board of Studies and of Syllabus Revision committees, and they are invited as judges at various competitions and as members of interview panels.

The regular departmental meetings ensure that the staff share their experiences and information about various teaching and learning experiences, new teaching methods and also the student projects undertaken by the teachers in the semester. The teaching faculty plans the activities to be organized during the academic year to enhance the learning experiences and meet the objectives of the syllabus. These plans are presented at a Staff Meeting held at the beginning of the year and are communicated in written form to the Principal. Staff orientation programmes and staff seminars are regularly held to ensure a healthy sharing of experiences among the staff. Supervised lectures are held for the new staff, where two persons from the Principal, Vice-Principal and the Head of the Department observe. The feedback is given to enable the teachers to use more effective teaching methods.

Staff is encouraged to suggest books, periodicals and journals of reference in the library. They can also avail of the University Book Grant and the College Book Grant to buy books for their personal use. The open atmosphere of sharing experiences and encouragement given by the management ensures professional growth of the teachers, and an ongoing pursuit of excellence in knowledge and skills dissemination.

2.4.6 Has the institution introduced evaluation of teachers by the students □ Yes □ No Has the institution introduced evaluation of teachers by external peers? □ Yes □ No If ‘Yes’, how is the evaluation used for improving the quality of the teaching-learning process?

Teacher Assessment questionnaires, involving different aspect of the teaching criteria like methods of teaching used, are administered in at least two classes taught by the new teacher on a voluntary basis for confirmed staff. The feedback is analyzed and discussed with the
teacher. This enables the teacher to create strategies for improve the teaching learning process. Supervised lectures are conducted for the new teachers every semester where the Principal and/or Vice-principal and Head of department act as external peers. Various aspects of teaching such as methods, use of teaching aids, rapport with the students is evaluated. The Principal then gives a feedback to the teacher with suggestions for improvement. The exit questionnaire of the IQAC also helps in evaluating the teaching learning process of the various staff.

Each teacher maintains a plan book which is checked by the Head of the Department at the beginning of every week for content of the lectures, methods of teaching used and the tests planned for the week. The plan book is given to the Vice-Principal at the end of the month so that the institution is kept apprised of the methods used to meet the learning objectives of the syllabi of the subject.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How does the institution ensure that the stakeholders of the institution are aware of the evaluation processes?

- Especially students
- Faculty

Students: Under the regulations of the University of Mumbai, the evaluation process is decided by the Board of Studies and communicated to the colleges through regular notices issued by the University. These notices are also available on the University website. Information regarding such notices is shared with the students. Information about the evaluation process are stated in the prospectus, the hand book and in the website of the college. Further, the students are given detailed information about the assessment pattern by the Principal in orientation programmes held at the beginning of the year. The head of the department addresses the students at the beginning of the year giving information about the evaluation process adopted by the departments. Individual staff members repeat this information at the introductory lecture of the paper, and many times during the lectures in the course of the year.

In addition, staff members are willing to clarify the doubts of individual students when approached. Question banks, surprise tests, discussion of answers and question answer-sessions are other mechanisms used to make students aware of the assessment pattern. Information regarding tests and examinations are displayed on the students’ notice boards and information regarding the same is also available in the library. Copies of question papers of the previous examinations are kept subject/paper wise in the library to give the students an idea of the evaluation process of the department.
Faculty: Teachers attend syllabi workshops where the evaluation pattern and process is discussed by the members of the Board of Studies. The same is then brought to the notice of the other staff in the department during regular department meetings. In cases where a choice for the selection of an evaluation pattern is offered by the University, a pattern best suited for the students is selected by discussion among the staff.

2.5.2 What are the major evaluation reforms of the university that the institution adopted? What are the evaluation reforms initiated by your department, of its own? (You may attempt to answer this question.)

The instructions of the University in terms of the Credit Based Semester and Grading System are strictly adhered to for examinations of Semesters I, II, III and IV which are conducted by the University and moderation and revaluation is done as per University norms. The evaluation process involves the Internal Assessment (which constitutes 40% of the marks of the paper) and the Semester End Examination (which constitutes 60% of the marks of the paper). The teachers are involved in all aspects of the evaluation process from setting papers for the tests and examination, supervising examinations, evaluation and moderation of theory and practical subjects both at the College level and the University level.

The question papers for the examination are checked by the Head of the Department or a senior teacher to ensure that the papers set for term-end exams are as per the pattern prescribed by the Board of Studies and University of Mumbai, as well as being clear and error free. The question papers are also checked by the Vice Principals to ensure uniformity of the question paper pattern across all departments.

The College has an Examination Committee who ensure the smooth execution of the evaluation system in the college. The Unfair Means committee has also been constituted to ensure a fair running of the examination committee.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the University? How does the institution ensure effective implementation of the evaluation reforms initiated by the institutions on its own?

The Annual Examination System (the exam was held at the end of the year) was in effect until 2012-13 (TYBA/B.Sc.). The teachers assessed the students regularly through class tests and other evaluative methods to gauge their understanding of the concepts taught and the applications of these concepts. The year-end examinations were conducted under the regulations stipulated by the University of Mumbai.
Under the Credit Based Semester and Grading System (CBSGS) (introduced for the F.Y.B.Sc./BA in 2011-12), the internal assessment ensured a formal method of continuously assessing the performance of the student through innovative methods like projects, surveys, and assignments which promoted application and creativity. Departments ensured that the students’ motivation was enhanced by using novel assessment methods such as collection of articles emphasizing the application of concepts taught, wall-paper, crosswords and oral quizzes along with the formal tests which were both objective and subjective. Students were also evaluated on overall conduct, attendance and class participation which ensured their active involvement in the learning process.

The Head of the Department or a senior teacher checks the theory question papers of the examination to be conducted for the content and the marks allocated to the questions. This is to ensure that the regulations laid by the University and the Board of Studies are met. The question papers are then checked by the Vice-Principal to ensure that the papers adhere to the criteria laid by University, and that they are also uniform in format across the departments.

The Practical timetable of the semester is planned by the Vice-Principal in consultation with the Heads of the Department to ensure the smooth running of the practical exams. The Heads of the Department also check the time table for the theory examinations with the Vice Principal, and they give a feedback about any changes.

The Principal, in a staff meeting held before the commencement of the examinations, discusses the rules and regulations of the conduct of the examinations. Suggestions of the staff to improve the evaluation process within the ambit of the University regulations are also discussed. Dates for evaluation and moderation of the answer papers and submission of marks are also announced.

Information regarding time-tables, subject codes and syllabus for the exams is communicated to the students in the class before the last day of lectures. Time-tables are displayed on the Student Notice Board well in advance to ensure that students are prepared for the examinations. Any problem faced by the students is brought by them to the concerned staff and to the Vice-Principal for redressal.

The marks lists are computerized and outsourced for the preparation of the Mark Sheets. Members of the Examination Committee check the mark lists to ensure that it is error-free and has used the ordinances of the University.
2.5.4 Provide details on the formative and summative evaluation approaches adopted, to measure student achievement. Cite some examples that have positively impacted the system.

- **Formative Evaluation (Assessment and Evaluation of the student throughout the course, through Internal Assessment)**
  - **Formative Evaluation:** Under the CBSGS, a certain degree of flexibility is allowed in the formative assessment pattern. Various skills are developed in students by giving them carefully selected assignments such as:
    - Written and oral presentations on varied topics to encourage self-learning.
    - PPT and poster presentations to enhance creativity.
    - Surveys which create interest in the subject, and which also make better understanding of difficult topics.

    The compulsory class test is effective in evaluating students’ performance mid-semester. The pattern of the class tests consists of MCQs, puzzles, data interpretation and application oriented problems. Students also prepared questionnaires for data collection, performed statistical analysis and prepared reports on the analysis.

    The students are encouraged to participate in Departmental extra-curricular activities to score marks in the active participation component of the formative assessment. The formative evaluation involves academic attitude, aptitude, independent thought, content and response in the formative process. The on-line format of the objective part of the Foundation Course Internal Assessment is a new feature of the formative evaluation process. This format was developed entirely in-house and smoothly executed by the staff teaching the course with help of the staff personnel of the Computer Lab.

    The Post graduate program in Quality Assurance uses guided self-study followed by creative seminar presentation, laboratory performance, written assignments, scripts, journals, report writing, book reviews and industry performance as components of the formative assessment.

- **Summative Evaluation (Assessment and Evaluation of the student at the end of the course, through Semester End Examinations)**
  - **Summative Evaluation:** The summative assessment process is carried out in accordance with University regulations. Information regarding the semester-end examination and the question paper pattern are shared by the staff during the lectures. Question banks and model answers to questions are discussed with the students. Rules regarding answering the examination including use of calculators are also discussed in the lectures. Teachers prepare a key answer paper along with the marking scheme. New teachers are guided by the senior staff.
in the paper-setting exercise as well as the evaluation of the answer papers. The students are helped to improve their performance by providing exhaustive question banks, discussing the question paper pattern, giving tests, discussing model answers, holding practical tests and viva voce exams. Students have to obtain a minimum of 40% in the internal assessment and the semester-end examination individually to be declared passed in the subject.

Students who have failed or have not appeared for either the internal assessment or examinations, appear for the additional examination after the declaration of the results. Students who have not appeared for the internal assessment (IA) or the semester-end examinations (SEE) submit a written application to the Principal. The application is considered by the Examination Committee under the regulations of the University. This enables the students to improve their performance without losing an academic year.

2.5.5 **Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students’ results and achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.**

The teachers plan the evaluation methods to be adopted for each paper that is taught. This is shared with all staff of the department during the departmental meeting. This ensures the smooth conduct of the evaluation. The evaluation procedure could be informal. For example, the Life Science department asked the students to study the ecosystems in the college, take photographs and present a report. Students of Chemistry had to collect advertisements in various areas where chemicals or chemistry is used and to present them in a wall paper.

The performance of the students in the class is also discussed in the staff meetings. If the need arises, the staff member can call on the Head of the Department to apprise her on the performance and attendance of certain students. The students are then counselled either by the teacher or by the Head of the department, causes for the problem are taken into cognizance, or help is offered to the student to cope with the academics. The Chemistry department monitors individual student progress through the department’s Contact System where each teacher is a contact teacher for the practical batch that is under the teacher. The English department uses the mentor system where teachers monitor the students in their Tutorial class for their performance and offer personal advice.

Feedback regarding the performance of the students in class and in the evaluation procedure is given to the parents on the Open Day held in
the latter half of the academic year. Information regarding the students’ attendance and class participation and commitment to the learning objectives are also discussed. The parents and the students can also take the opportunity to put forth any apprehensions or problems that they face and seek solutions for the same.

Achievement is not measured by marks alone. In view of the goals of the college to provide education to all women, the College consistently admits students at the first year with marks that are relatively low, and trains them to achieve higher scores by graduation. The method of assignments and self-study inculcate a dimension of responsibility and self-reliance in the students to equip them to face life. On an average, nearly 90% of the students successfully complete the graduate course and among them at least 20% achieve distinction.

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students

- weightage for behavioural aspects
- independent learning
- communication skills etc.

The class tests held under the Annual Examination System were under the purview of the teacher. The teacher could show the answer papers and discuss the performance of the students with ways of improving them. Under the CBSGS, the internal assessment is a continuous process consisting of tests and projects along with marks allocated for class participation, attendance and overall conduct. Weightage assigned for overall development of students is regulated by University ordinances on these aspects. However, efforts to ensure rigour in the internal assessment included careful selection of topic / activities for the assignment component. This encourages reference work, increased creativity and improvement of the students’ oral and written presentation skills. Internal assessment test question papers are set as per University norms. Transparency is ensured by

- Explaining the assessment pattern to students and making them aware of the evaluation criteria.
- Submitting detailed records of the internal assessment to the college administrative office so that verification, if required, can be done by the authorities.

The PG diploma programme uses a defined marking scheme and grading pattern devised in consultation with external and internal panel members and followed judiciously and systematically. Transparency
is ensured as external experts are also involved in the internal assessment.

2.5.7 Does the institution and individual teachers use assessment / evaluation as an indicator for evaluating

- Student performance □ Yes □ No
- Achievement of learning objectives □ Yes □ No
- Planning □ Yes □ No

If ‘yes’ provide details on the process and cite a few examples.

All departments use assessment / evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning any change required. The students’ test performance is used to evaluate their understanding of the material which is reviewed if required. The teacher also uses the students’ performance in the tests to plan the content of the lectures and the effective method of teaching.

**The teacher can also plan remedial sessions for the students whose performance needs to be improved.** Some examples of the evaluation method are as follows:

- Written and oral presentations on varied topics are used to encourage self-learning and taking references. This also helps in enhancing the students understanding and application of the concepts taught
- PPT and poster presentations enable the student to present ideas in a systematic manner and also to enhance creativity.
- Surveys – the students learn to ask relevant questions and critically analyze the response in the light of the objectives of the survey. This also creates an interest in the subject and also makes better understanding of difficult topics through experiential application.
- The study of the flora and fauna of the College by the students of the Life Science department who then took photographs and presented a report.
- Students of Chemistry had to collect advertisements in various areas where chemicals or chemistry is used and created a wall paper. This showed serious application of the concepts taught, ability to reference material objectively and creative presentation.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation.

At the College level, if the student is not satisfied with the evaluation, she can apply for verification or re-evaluation of the answer papers. The verification and re-evaluation procedures are followed as per University protocol. There is independent evaluation by a different examiner. For grievances at University level, students are encouraged to apply for re-evaluation and assistance is provided accordingly by the teachers and the administration.
At the individual level, at the beginning of the latter half of the academic year, the teacher discusses the general performance of the class and the model answers of the questions asked in the examination along with the marking scheme. This enables the students to understand the assessment procedure and prepare for better presentation of the answers in the future. The marks of the individual components of the IA are not disclosed. However, after the tests, teachers discuss and take a feedback from the students regarding their performance. Constructive feedback is given to individual students without disclosing the marks so as to improve the students preparations for the exams.

2.6 STUDENTS PERFORMANCE AND LEARNING OUTCOMES

2.6.1 Does the institution have clearly stated learning outcomes? □ Yes □ No. If ‘Yes’ give details on how the students and staff are made aware of these?

All University syllabi include specific learning outcomes which are therefore the primary goals. The learning outcomes include understanding, critical thinking, written and oral communication, numerical and practical skills, problem solving.

The learning objectives are also given in the goals and objectives of the college which are displayed on the website and given in the handbook. During the orientation programme that is held at the beginning of the year, the Principal reads out the goals of the college and informs the students of the various opportunities available in the college to need these learning outcomes.

The heads of the departments and the teachers spell out the learning outcomes while introducing the syllabus and in lectures during the course of the year. Expectations and marking scheme (checklists for instructions and conduct and report writing) are given to students at the beginning of each semester while introducing the syllabus of the paper to enable the students to prepare for exams.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The teachers plan the content of the lectures and the method of teaching to achieve the learning objectives as laid down by the syllabus. The teachers discuss their plans in the regularly held departmental meetings. This information is communicated to the students in the introductory lecture of the paper.

Various methods such as using teaching aids, role play, ICT, field trips, industrial visits, student presentations, workshops, group discussions and debates are used to enhance the learning experience of student. The departments periodically invite experts from various
fields to share their expertise on concepts dealing with the syllabus and to motivate the students to deepen their knowledge. Practical sessions are planned to enable students to experience the application of concepts taught in the class. Students are also encouraged to join the Excellence Programme in Arts and Sciences wherein they participate in activities facilitating the achievement of the learning outcomes. Teachers encourage students to do extra reading by giving them reference lists and also to do research under their supervision.

These plans are recorded by the teachers in their plan book to ensure that the curriculum is delivered in a systematic manner and the learning objectives are achieved. Co-curricular activities and events held in the college festival ANANYA are other opportunities used by teachers to ensure that students actively participate in the achievement of learning objectives.

Regular test and assignments ensure that the teachers are aware of the level of achievement of the learning objectives by the class. Question banks and discussion of model answers are other methods to ensure that students are aware of the assessment procedure. Copies of question papers of past examinations made available in the Library, enable the student to understand the assessment procedure. Post graduate students are evaluated continuously during the semester through paper presentations, research projects and seminars. Post graduate students are encouraged to attend and to present papers at various conferences and seminars.

2.6.3 What are the measures / initiatives taken up by the institution to enhance the social and economic relevance of the courses offered by your department, with reference to:
- Quality Jobs
- Entrepreneurship
- Innovation
- Research Aptitude

The syllabus of the subjects are designed to meet the learning objectives by making the students aware of social issues through experiential knowledge. The syllabus is designed to impart knowledge and skills to make the students ready for the job markets. Students are given opportunities of working with the staff on research projects and seminars. This enables the students to develop a research aptitude as well as skills required for independent development. Research aptitude is cultivated through firstly training students to achieve high levels of accuracy and precision in their regular practicals and through involving students in projects both co- and extracurricular to increase their research aptitude. The research projects undertaken
by students under the EXSP and EXAP also increase their interest and aptitude for research.

The college adopts a social theme every year. The departments plan activities to enhance the students’ awareness of such issues of social relevance through outreach programmes, talks, film screening followed by discussions on the social theme. The departments organize events in the college festival “ANANYA” to highlight various issues relevant to the social theme of the year. Students help in organizing and enthusiastically participate in these events. The social commitment which is instilled in the students has encouraged several students to join e.g., ‘The Teach for India Fellowship’ and ‘Gandhian Fellowship’ programmes after graduation.

The Municipal School project undertaken by the NSS Unit of the College where college students conduct remedial sessions in English, Mathematics and Science practicals for students of the remedial schools. The students of the NSS Unit raised funds to finance the medical cost of at least one kid suffering from Cancer. The students also organize a get together of these kids with some activities designed to bring cheer to these children. Some Clubs have collaborated with NGOs as well as worked on their own towards Social Transformation. The Students Social Reform Initiative (SSRI) has worked with the Samarpan Foundation, the Oscar Foundation, Teach India and the Hamara Club Foundation and also initiated a Slum Betterment Project. Details of social activities and outreach programme is given in Criterion III.

Students are given opportunities to learn economic and financial concepts by organizing events for the student festival “Kaleidoscope”. Teams of students are involved in seeking sponsorships, participation from various college (city based and from other parts of the country), finance and budgeting for the events, prizes and judges, and crowd management. Organizing events within the budget innovatively and creatively is a challenge enjoyed by the students.

BMM students are groomed to meet the challenges of the job market by the Enrichment Programme where they can interact with media professionals. Subjects are taught with reference to corporate case studies which are directly relevant to the job market. To ensure first-hand knowledge of the rural market off-site seminars and village visits are organized.

The Life Science department has developed a curriculum based on current base line knowledge required for further scientific study. Training the students of the postgraduate diploma courses (QA, DCA, CLM) for relevant jobs in food and pharma industry and Clinical organization is the focus of the course. Every year, all students have
secured employment in diverse reputed industries. Short term courses such as Bioinformatics and computer courses also allow students to acquire skills required for job market. The certificate courses and skills programs organized by Women’s Centre encourage students and participants of those courses in skills for financial independence and entrepreneurship.

The stress on innovation can be seen in both academic, co-curricular and extracurricular activities. Teachers encourage students to be innovative in their class presentations and in their choice of projects. Every year the Kaleidoscope team comes up with innovative ways of presenting the festival. Unique competitions and artistic displays are part of their efforts. Research components in the Excellence Programmes, and research based approaches in science too, foster creativity & innovations. Students display their creative skills not only in classroom activities but also during ANANYA. Teachers help them to show their ability to think out of the box and present a number of varied activities. The creativity of BMM students is shown in courses like advertising design, copywriting and photography.

Efforts are made to improve the employability of students by emphasizing subject proficiency, increasing familiarity with Information technology, building analytical and critical thinking skills and enhancing organizing and team work skills. The BMM Department ensures the enhancement of employable skills of the students through the following activities:

(i) The Enrichment programme where media professionals and others interact with the entire BMM department
(ii) Subjects are taught with reference to corporate case studies which are directly relevant to the job market.
(iii) Socio-economic exposure given to the first years and third years through off-site seminar and village visit. This ensures first-hand knowledge of our rural audience and market.
(iv) Those students interested in becoming entrepreneurs are encouraged through multiple college activities, and their project work enables them to develop this interest.
(v) Some of the courses such as advertising design, copywriting, photography challenge their creativity and innovative abilities.

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for:
- Planning learning outcomes
- Overcoming barriers of learning

The results of the students in the test and examinations and participation in curricular and co-curricular activities help the college to gauge the achievement level of learning objectives. The departments
analyse the test and examination results and participation in all round activities and use it to plan subject related activities to improve the learning outcomes. Efforts are made to develop analytical and critical thinking and efforts are made to keep the lectures simple and interesting while including more practical learning. Co-curricular activities are planned to address other required learning outcomes. Lectures are made interesting for students by using ICT, AV aids, discussions etc. Practice tests are used to help students improve their performance.

2.6.5 How does the institution monitor the achievement of learning outcomes? How does the institution ensure the achievement of learning outcomes?

Monitoring learning outcomes: Most departments monitor learning outcomes by administering regular tests and assignments. Other methods include student feedback and observing student performance in viva-voce, presentations and other co-curricular activities. Students are encouraged to participate in Inter Collegiate events and competitions. Informal modes of evaluation such as classroom participation, field trips, report writing, book reviews, class discussion on current affairs ensures monitoring of holistic learning outcomes both within and outside the class room. Students’ motivation, sense of responsibility, social awareness and organizational skills are noticed by monitoring their involvement in various activities. Students are provided with reference lists, question banks and feedback regarding expected answers. Extra classes are held to review difficult topics/solve problems. Efforts are made to encourage every student to prepare projects, posters, presentations etc., to achieve learning outcomes.

2.6.6 What are the graduate attributes (knowledge, attitudes, aptitudes, personality, characteristics, skills and values of students) specified by your institution? How does your institution ensure the attainment of these by the students? Any other relevant information regarding Teaching-Learning and Evaluation which your institution would like to include:

All departments organize activities to develop the graduate attributes specified by the college goals mainly empowering our women students to develop strong convictions and to increase their confidence and communication skills. In addition, all departments endeavour to inculcate in students a scientific, mature and confident outlook and to become socially responsible members of Society. Stress is also laid on providing value-based education.

The attainment of the desired graduate attributes is ensured through giving students some flexibility in learning styles. The wide range of
extra-curricular activities is also vital to developing the desired graduate attributes. Most departments organize activities to stimulate and sustain student interest in their subject through invited lectures, cork board presentations of interesting facts, excursions and industrial visits. All departments encourage students to excel by taking their work seriously. They are involved in mentoring and providing psychological counselling.

The purpose of this college is to create a safe and disciplined environment that gives a student the opportunity to interact with peers from diverse backgrounds and give them the chance to voice their opinion and develop their potential. The objective of the education provided by the college is to ensure that when the student graduates she will be more emotionally and intellectually mature.
III. CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research centre/s of the affiliating University or any other agency/organization?
Yes. The Suman Tulsiani Research Centre is a facility developed by the Institution as a Research Laboratory for all Science Departments. It also houses the laboratory recognized for PhD in Applied Biology by University of Mumbai.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.
Yes. The Institution has an Ethics Committee that reviews and approves projects before submission to any agency. It includes the Principal, Vice Principal (Science) and two senior Science Faculty members. The faculty submitting the project is invited for the meeting for review of that project. Also when required additional members are invited for the meeting as per requirements of the agency to which the project is submitted.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?
The Institution gives complete freedom to any staff member to apply for grants, either individually or in collaboration with persons from the same or other Institutes. Further, on receipt of the Grant the Principal Investigator is the sole authority deciding the utilization of the funds as per the proposal submitted. The Institute has a separate account are maintained for funds received for projects and these are realized immediately on receipt of bills. The college accounts office handles the accounts and auditing as well as submission of utilization certificates.
The Institute has a very well equipped research laboratory. In addition, there is a computer lab and a well stocked library. The Administrative staff of the college handles tasks such as maintaining of accounts. However there is no provision for reduction of workload.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?
The college has an Excellence Program in Arts and Science that encourages students to participate in extra-academic activities under the mentoring of the college faculty. A research component is mandatory in this program and inculcates a research culture in the
students. Students, especially from the PG departments carry out
extensive project work. The students are also encouraged to continue
their experimentation during the vacations, with staff members
supervising them. A local PG meet called Quest is organized by the
college where PG students present their research in the form of posters
and UG students are exposed to their work.

3.1.5 Give details of the faculty involvement in active research
(Guiding student research, leading Research Projects, engaged in
individual/collaborative research activity, etc.
Details of guiding student research
Every year the departments with a PG program guide the research
projects of their students
Microbiology – 10 students
Life Sciences – 10 students
Biochemistry – 5 students
Students registered for the EXSP program have a mandatory
research component to complete
Details of Major and Minor Research Projects see Annexure V.

3.1.6 Give details of workshops / training programmes /
sensitization programmes conducted / organized by the
institution with focus on capacity building in terms of research and
imbibing research culture among the staff and students.
The following programmes were organized during the past five years
to sensitize staff and students to research. They also helped in tapping
the potential for research. Exposure to eminent speakers played an
important role. The emphasis was to broaden horizons and motivate
the participants to imbibe the research culture.

2009-2010
- Department of English in collaboration with the BMM Department
  and the Sophia Centre for Women’s Studies and Development
  organized a national conference titled ‘Mumbai in Literature, Art
  and Film’, funded by the Luigi and Laura Dallapiccola Foundation.
- DCA and Microbiology Department jointly organized a workshop –
  cum seminar on ‘Laboratory Manager - The Challenges Ahead’.
- Departments of Zoology, Biochemistry, Chemistry, Physics,
  Microbiology and Life Sciences have organized The Sophia-Nobel
  Oration.
- Department of Life Sciences conducted Two day Lecture Workshop
  on Evolution supported by the National Science Academies.

2010-2011
- Departments of History and Sociology organized an International
  conference ‘Mumbai-Socio-Cultural Perspectives: Contributions of
  Ethnic Groups and Communities’.
- **Department of Life Sciences and Psychology** conducted jointly National level Science Academies’ sponsored Lecture Workshop on ‘Cognitive Science’.

- **Departments of English and Hindi** organized National level seminar on ‘Anugoonj - Reverberations: Mystic Poetry and Social Transformation’.

- **Chemistry Department jointly with the Royal Society of Chemistry - West India** organized City level seminar on ‘Celebrating Chemistry in the International Year of Chemistry 2011’. This seminar also commemorated the centennial of Marie Curie’s winning of the Nobel Prize.

- **Microbiology Department and DCA** organized Continuing Medical Education Workshop on ‘Westguard & Allied in Quality Management Systems’.

2011-2012

- **Department of BMM** organized a Workshop on ‘Investigative, Financial and Magazine Journalism’, conducted by Professors Steve Schifferes, Barbara Rowlands and Rosie Waterhouse of the Post-graduate Department of Journalism, City University, London, on August 1, 2011.

- **Department of English jointly with Sahitya Akademi, Delhi** organized National Level Seminar, on ‘Idea of the Demonic in the Indian Tradition’.

- **Department of Microbiology** organized One-day city level seminar on ‘Understanding Mathematical Concepts in Biology’.

- **Department of Biochemistry** organized the Lecture-Workshop on ‘Science in Research and Industry’.

- **Department of Life Science** conducted The National level Refresher Course on ‘Techniques in Neurosciences - From Behavior to Molecules’.

- **Department of Economics and the Sophia Centre for Women’s Studies and Development** organized jointly The National Symposium on ‘Is Sustainable Development a Distant Dream: in the context of Gender Equity’.

- **Department of Education** in collaboration with the **Sophia Centre for Women’s Studies and Development** hosted the UGC-sponsored National Seminar on ‘Human Rights Education’.

- **Sophia Centre for Women’s Studies and Development** in collaboration with the **Departments of English and Mass Media, Sophia College, and the Social Communications Media Department, Sophia Polytechnic** organized this year's Mumbai-themed International seminar at Sophia College, ‘Women’s Spaces, Women’s Voices in Mumbai’.
- Diploma in Clinical Analysis and Department of Microbiology organized the city-level workshop and seminar on ‘Hemostasis – The Thick and Thin of It All!’
- Department of Chemistry organized a talk on ‘Chemistry in Shaping Materials of the Future’ as part of the closing activity of the International Year of Chemistry.
- Department of Chemistry conducted the Sophia Nobel Oration in Chemistry 2011, with talks on ‘Nobel Prizes in Chemistry – a 100 years’ and ‘Life and Work of Madam Curie’.

2012-2013
- Department of Life Sciences and Biochemistry jointly organized an International lecture Series by three faculty members from University of Bath on “Stem Cells and Biotechnology”.
- The 11th Annual Sophia-Nobel Orations talks on Nobel Prizes awarded for Peace, Chemistry, Physiology and Medicine were delivered by eminent speakers.
- Department of Philosophy National Conference.
- Department of Psychology Seminar in collaboration with NSS title ‘She Can and She Will: Redefining Boundaries’. Sponsored by ICSSR (WRC).
- Department of Chemistry conducted Popular Science lectures on ‘DNA finger printing’ in collaboration with India Women Scientists Association.
- Talks on ‘Plastics and the environment’, Cancer Awareness amongst youth – Hazards of Smoking and Tobacco chewing and Dangers of Genetically Modified Food Crops were also held.

2013-2014
- The SCWSD, Department of English and Social Communication Media Department of the Sophia Polytechnic held the National Conference on Many Masks, Many Cities; Theatre in Mumbai.
- ‘Indian Science Academies’ held Lecture-Workshop titled “Sense and Sensibility”.
- The 12th Annual Sophia Nobel Orations talks on Nobel Prize in Physiology, Medicine, Chemistry and Peace were held.
- Department of Chemistry conducted Popular Science Lectures on ‘Visualizing DNA repair proteins in action’ and ‘The story of the amazing ribosome’, and talks on ‘Something about molecular modelling in research and other avenues’, ‘Plastics in day to day life’ and ‘Plastics and Environment’.
- Students attended the Mind Mapping session and an interactive session on Mind maps which can be used to generate, visualize, structure,
and classify ideas and as an aid to studying and organizing information, solving problems, making decisions, and writing.

- Students attended the talk on Digital Inequality, Cyber Colonialism: The Rise of the Super Surveillance State.
- Mr. Douglas Schultz from Sacred Heart Prep. School, Atherton, California conducted a three hour workshop on Photoshop.
- Students participated in the event organized in collaboration with Physics department called ‘Techzone’ where they devised working models for saving electricity. They won the First and the Second prize in this competition.
- Students organized the event called ‘Kaun banega ITian?’ where they created the online quiz based on the various topics of IT. The students prepared the software for this quiz themselves.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

The Department of Life Sciences offers an M.Sc. with a specialization in Neurosciences. All projects carried out by the department focused on Neurosciences. This was the first Neuroscience PG program offered anywhere in the country. Life Science Department has thus become a repository for model systems and techniques involved in Neuroscience and offers assistance to other neighbouring Institutions.

Plant Biochemistry is the focus for research in the Biochemistry department. Biochemical responses of variety of plants to various natural plant growth promoters are being investigated. Enzymes and immobilized enzymes are being studied in detail.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The Sophia-Nobel Orations are held every year after the Nobel Prizes are awarded. Departments organize talks by eminent speakers enlightening the students on the importance of the work done by the Nobel Prize winners. Staff and students of the College and of neighbouring colleges attend these orations.

Science Academies’ Lecture Workshops and Refresher Course (ongoing from 2008) - National level Science Academies’ sponsored Lecture Workshop conducted jointly by the Department of Life Sciences and Psychology on ‘Cognitive Science’.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Teachers who apply under the Faculty Improvement Programme get
3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/ advocating/ transfer of relative findings of research of the institution and elsewhere to students and community.
The institution encourages the staff and students involved in research to publish their reports in journals so that the findings reach a wider audience. The EXAP and EXSP programmes have a social and cultural component wherein social issues are addressed. Presentations are made at in-house seminars. The Post graduate students also have to take up a compulsory research project. The students are encouraged to present their findings at conferences and seminars as well as publish them in journals. The reports of these projects are available in the library for other students to refer to.

3.2 Resource Mobilization for Research
3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.
The college is an aided institution affiliated to the University, and hence there is no allocation in the budget for research. Staff apply for major or minor projects to the government, University or other agencies and the sanctioned amounts are disbursed per guidelines. However a corpus of Rs. 1 Lakh is available for staff through the following scholarships.
1. Smt. Dhandevi Mahindra Research Fellowship Award
2. The Rotary Club of Bombay Mid-Town Smt. Sumitradevi Jatia Award
3. Barbara Naidu Memorial Scholarship
4. Lobo-Dubey Research Scholarship

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?
There is no provision, but the minor grants instituted by the college provide funds Rs. 1 lakh.

3.2.3 What are the financial provisions made available to support student research projects by students?
The project fee, paid by the PG students, is given to each department to sustain the recurring cost of the students’ projects. The college bears the additional cost of use of infrastructure, electricity, computers etc. The grants obtained by staff for research projects partially feeds into

leave according as per the UGC rules. Three staff members availed this facility to pursue their PhD.
M.Sc. research since the projects are designed to feed into each other. The students of EXSP conduct their research through the staff guide and the finance is provided by the college.

3.2.4 **How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research?** Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Departments of Life Science and Psychology have received a collaborative project grant from DST-CSI for a project on Cognitive Science. An informal collaboration between the Department of Life Sciences and Physics on the effect of nanoparticles on cells led to a joint publication (Aparna Deshmukh, S. Radha, Yasmin Khan and Priya Tilak (2011) Ferrite Nanoparticles in Pharmacological Modulation of Angiogenesis. AIP Conf. Proc. 1349, 437).

3.2.5 **How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?**

Equipment is kept in a common Instrumentation Facility which is accessible to all staff and students doing research. Teachers are also allowed to use the instruments in other departments whenever the need arises.

3.2.6 **Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility?** If ‘yes’ give details.

The Suman Tulsiani Research Centre was set up from funds received from the Ramesh & Suman Tulsiani Trust. The Chairman and M.D. of Blue Cross Laboratories donated to the QA programme (2012-13)

1. One HPLC instrument from Blue Cross Laboratories, Nashik.
2. Seven desktop computers Hewlett Packard latest model.
3. One LaserJet 100 colour MFP M175a Hewlett Packard printer to the QA department.

3.2.7 **Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.**

The college encourages the faculty to apply for research funds and provides travel cost for any visits towards its defense (if not given by the funding agency). For details see Annexure V.

3.3 **Research Facilities**

3.3.1 **What are the research facilities available to the students and research scholars within the campus?**

The list can be obtained from the criteria on infrastructure. Apart from
this the students and research scholars have access to
- Library books and computer lab with internet facility.
- Department library.
- Teachers have their personal library.
- College gives book grant every year to confirmed teachers upto maximum of Rs.500/-, (50% of Rs.1000/-)

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?
Over the last 14 years, the science departments have been encouraged to apply for grants and have received funds for development of infrastructure in terms of high-end equipment. The college has received 3 such grants to date – 2 grants from DST-FIST and one from UGC.
In addition, the college has managed to get some funds for creating a Research Laboratory for these equipment - the Suman Tulsiani Research Centre.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/facilities created during the last four years.
1. Donation of instruments & computers to the QA lab by the Chairman and M.D. of Blue Cross
2. Setting up of two new computer labs – M.K. Tata Communication Centre
3. The old Science A.V. Hall was upgraded with a convention centre, by funds from the Ramesh Tulsiani Trust.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?
Department of Biochemistry sends its students to carry out projects outside college (Bhabha Atomic Research Centre). Some of the projects undertaken are:

2011-2012
i. Urea biosensor using optical transducer and urease as biological immobilized component. with Dr. Jitendra Kumar at NABTD,BARC
ii. Reductase activity of extract of fungus Asperigillusfumigatus on heavy metals with Dr. Kuber Bhainsa at NABTD, BARC

2012-2013
i. Synthesis and characterization of gold and silver nanoparticles using fungus Trichoderma. with Dr. Poulomi Mukherjee, at NABTD, BARC
ii. Basic techniques in Plant Tissue Culture at NABTD lab, BARC

2013-2014
i. Molecular differentiation and antifungal susceptibilities of rice pathogenic fungal isolates of *Magnaporthe oryzae*. with Dr. Sonia Chadha, at NABTD Lab, BARC

ii. Diversity analysis of mungbean (*Vigna radiata* L.Wilczek) germplasm based on biochemical traits and SSR markers

iii. Marker assisted selection for rust resistance genes *Sr24/Lr24* in wheat with Dr. B. K. Das at NABTD, BARC

iv. Over expression and purification of recombinant 38KDa antigen of *Mycobacterium tuberculosis* with Dr. Savita P. Kulkarni, TMNC Annexe Parel.

All the students of Quality Assurance every year do their in-plant training for two months each in a Food and Pharmaceutical Industry. During their in-plant training in Industry, students carry out projects assigned to them. Projects are in the areas of quality, quality control, HACCP, production, audits, regulatory affairs etc. Each student completes two projects, one each in a food and pharmaceutical industry. Some of the industries are:

**Food Industry** – Cadbury (now Mondelez), Thane; Marico Industries, Mumbai; Jain Irrigation, Jalgaon; Pastonjee Icecreams, Mumbai; Allanasons, Mumbai; Parle Agro, South India, General Mills, Mumbai; Coca cola Beverages Ltd., Pirangut; Vista Foods Ltd., Taloja; Puratos, Navi Mumbai, Sarjena Foods; Mumbai; MTR, Bangalore; Kamani oils Ltd., Khopoli; Amul, Anand; Cavin Care, Taste- L, Karad etc.

**Pharmaceutical Industry** – Cipla Ltd., Goa and Mumbai; Pfizer, Mumbai and Goa; Glaxo Smithkline Ltd., Nashik; Novartis Ltd., Mumbai; Blue Cross Ltd., Goa and Nashik; S. Kant Healthcare, Vapi, Abbott Laboratories, Goa; Athena Pharma, Mumbai; Markson Pharma, Goa; Sanofi Aventis, Goa etc.

### 3.3.5 Provide details on the library/information resource centre or any other facilities available specifically for the researchers?

Research students registered with Sophia College have access to the College Library and Information Resource Centre. The post-graduate students are given library cards on which they can borrow books for home issue. They have access to all resources in the library; namely books, journals, e-resources, audio-visual materials, Internet and reprographic services. Reference service in the form of CAS (Current Awareness Service) and SDI (Selective Dissemination of Information) are provided at the circulation counter and information section for both staff and students and to all other users of the library.

The library does extensive subject indexing of articles in newspapers and journals subscribed. The articles indexed are available for reference on the library database. These indexes are very useful for students doing research work. This saves the time of the research
student by immediately drawing the attention to the availability of the topic of their interest. Table of Contents of Arts & Science journals subscribed are regularly collected and bound at the end of the year. This saves the time of the users while scanning through back issues of journals. Referral services are provided to all research students. They are guided to other libraries and research centres for reference of their topic of interest.

The library also guides students who wish to go abroad for further studies. The library receives regularly prospectus and syllabus of several foreign universities, which are displayed in the library for the benefit of students who wish to pursue higher studies abroad. Handbook of list of colleges and universities of UK, USA, Australia, Singapore etc. are available. Details of scholarships available are also provided. Books on material of the GRE, TOEFL, GMAT, CAT are available for students.

3.3.6 What are the collaborative research facilities developed / created by the research institute in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Library referral services have provided students with bonafide letters to get access to other institute libraries. Students also are given reference by the teachers to visit laboratories for research.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

a. Patents obtained and filed
   Nil

b. Original research contributing to product improvement
   Nil

c. Examples of research studies or surveys benefiting the community or improving the services
   Nil

d. Research inputs contributing to new initiatives and social development.
   - SCWSD was commissioned to undertake a research project on Human Rights Education, during the XI plan period (2007-2012) by the UGC. The research papers are:
     a. “Transmission of Knowledge and Values related to Human Rights (with special reference to Women and Girls) through formal and non-formal education”,
     b. “Responsible use of water and disposal of garbage”,
     c. “A study of anthropometric variables in adolescent girls from a lower socio-economic strata to assess nutritional status”.
     d. “Role of NGO’s in promoting harmony and understanding in
e. the community”.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

_Urdhva Mula_, Journal of Sophia Centre for Women’s Studies and Development, launched in 2002 with the objective of providing a platform for interdisciplinary dialogue among academics, students, activist, researchers and policy-makers. It covers research articles, reports, film and book reviews, campus and other worthy news. The editors of the Journal are Dr. Vibhuti Patel and Dr. (Sr.) Ananda Amritmahal. The Journal has been well received by a number of colleges and women’s organizations. _Urdhva Mula, Volume 6 March 2012_ was the first issue published with an ISSN Number 2277-7954. The Journal acts an excellent reference Journal for those doing research in the area of Women’s Studies. The seventh issue will soon be published in May 2015.

3.4.3 Give details of publications by the faculty and students:

**Publication per faculty**

**Department of Life Sciences**

**Dr. Medha Rajadhyaksha**


**Dr. Yasmin Khan**


Dr. Hema Ramachandran

Dr. Sree S. Kumar

Department of Microbiology
Dr. Arjumanara Surti

Dr. Gianni Erevelles Mapara

Ms. Suparna Dugal


**Mr. Vijay Vig**

• Characterization of Amylase from thermophilic soil isolate Geobacillus thermoleovorans active at low as well as high temperature, Nagesh Malik and Vijay Vig. Thematics Journal of Microbiology. Vol 2, Issue 1, Jan 2013, pg 20-26. ISSN 2277-2952

• Production and optimization of amylase from Geobacillus thermoleovorans and its use in desizing of textile fabric, Nagesh Malik and Vijay Vig. Journal of Microbial World. 15(1), 2013, pg 23-32. ISSN 0972-1487

**Department of Psychology**

**Dr. Aninha Lobo - Papers published:**


• The Benefits of Participation in National Service Scheme at the Artha-Journal of Social Sciences, issue 24, 12(1) 17-32, published ISSN: 0975-329 | http://dx.doi.org/10.12724/ajss.


**Dr. Jennie Mendes**

• The Assessment of Obsessive Compulsive Phenomena: Psychometric and Normative data on the Padua Inventory from an Indian nonclinical


- Challenges Ahead Vol XXVII, 1&2 Mental health concerns of young women: Working model of a Counselling centre in an urban women’s college. (2013)4(3)pp553 to555

- Music cognition: Preliminary observations on the aesthetic simplicity of the lullaby (2013) 4 (3) pp653-659


**Department of Zoology**

**Dr. Roshan D’Souza**

- Published research article titled Biochemical and histopathological effects of cantharis Q treatment on male albino rat kidney in the Proceedings of National Conference on Modern Trends in Zoology organized by Rizvi College, Mumbai from 20-22 December 2012.
- Published research article titled Evaluation of serological parameters of male albino rats due to Cantharis Q treatment of various durations at the Bionano Frontier Vol.no.6, Issue 1, Jan - June 2013, pp. 99-103, published ISSN 0974-0678.
- Published research article titled Assessment of nephrotoxicity in male albino rat due to short and long term intake of traditional aphrodisiac Cantharis Q. at the Journal of Experimental Zoology India Vol.no.16, No. 1, Jan.2013, pp 317-322., published ISSN 0972-0030.
- Published research article titled Effect of short and long term intake of traditional aphrodisiac Cantharis Q on liver of male albino rat at the Asian journal of Biological and Life sciences: AJBLS 300-2014, published ISSN 2278-747X PRINT, ISSN2278-5957 ONLINE

Department of Chemistry
Ms. Rochelle Ferns

Sririsha Murthy
- Facile P-TSA catalysed one pot synthesis of tetrahydropyrimidinone in water or under solvent less conditions - Bulletin of the Catalysis Society of India (2010)138-141

Department of Philosophy
Dr. T.C. Roymon
- Presented a paper on The Peace Programme in Kant’s Perpetual Peace: A Philosophical Sketch Vol.18, No.1, ISSN.No.66034/97 Published & peer reviewed
- Presented a paper on Approaches to Reality Kant and Shankara, at Asian Philosophy Conference at New Delhi.
- Authored Revisiting Vedanta in the 21st Century, published (Eds.) Dr. S. Paneerselam and Dr. Uma Shankar Published by Dept. of Philosophy, SIES College, Mumbai (ISBN No. 978-93-80669-09-0)

Department of History
Dr. Anila Verghese
Papers Published


• “Krishnadevaraya’s Grants and Donations during the Kalinga War, with Special Reference to the Krishna Temple”, in Raghu Smriti: Recent Researches in Archaeology (In Honour of Late Dr. H.R. Raghunath Bhat), edited by K.M. Suresh and Laxman Telagavi. Delhi: Bharatiya Kala Prakashan, 2009, pp.281-295.


Book Edited


Book Review


Citation Index

i. Dr. Anila Verghese, Religious Traditions at Vijayanagara: as Revealed through its Monuments (New Delhi: Manohar Publishers and the American Institute of Indian Studies, 1995) in:


iii. Verghese, Anila, Monumental Legacy: Hampi (New Delhi: Oxford University Press, 2001) in:


v. Anila Verghese, Religious Traditions at Vijayanagara: as Revealed through its Monuments (New Delhi: Manohar Publishers and the American Institute of Indian Studies, 1995) in:


• In the NET examination in History of December 2010, a multiple choice question was asked about who the author of this book was.


**Ms. Rashna Poncha**


Department of English
Dr. (Sr.) Ananda Amritmahal
- Dr. (Sr.) Ananda Amritmahal and Dr. Shireen Vakil have collaborated on the academic paper titled, “A Comparative Study of Some Women Mystic Poets – Hildegard of Bingen, Juliana of Norwich, Janabai of Maharashtra, Meerabai of Rajasthan”, to be in published in 2015 in Ruminations, the Research Journal of St. Andrew’s College, Mumbai. Number of publications listed in International Database (e.g.: Web of Science, Scopus, Humanities International Complete, Dare Database International Social Sciences Directory, EBSCO host, etc.)

Ms. Samrita Sinha

Department of Hindi
Dr. Sumanika Sethi
- ‘Kanheri ka samaj’ in Magazine ‘Chintandisha’.
- Article on Kanheri Caves- ‘Kanheri Ki Murti Kala Mein Ruptatwa’ in Research Magazine ‘Varima’ (Oct-2010) ISSN0976-8548.
- Article on Ramvilas Sharma- ‘Ramvilas Sharma ka Sangeet-Darshan’ in magazine ‘Udbhawana’ (Dec-2012).
- Book review on Ramesh Kuntal Megh’s new book- ‘Sanskriti Sarovar ke Beech’ in Lit. Magazine ‘Samkaleen Bhartiya Sahitya’ (Nov-Dec 2013) (ISSN 0970-8367)

Mrs. Usha Dubey

3.4.4 Provide details of
- Research awards received by the faculty: Fulbright Scholarship – Dr. (Sr.) Ananda Amritmahal (English) and Dr. Yasmin Khan (Life Science).
- Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally: Ms Suparna Dugal Received 2 Pearson Teaching Awards (at the National Level) in December 2013. The awards were for ‘Innovative Teaching in Undergraduate Colleges’ and ‘The Best Teacher Award.’ She also received ‘Certificate of Excellence’ under the category: “Excellence in Research” – Science & Technology Awards 2014 by EET CRS (Research wing for Excellence in Professional Education & Industry).
- Incentives given to faculty for receiving state, national and international recognitions for research contributions: NA

3.5 Consultancy
3.5.1 Give details of the systems and strategies for establishing institute-industry interface?
The BMM and PG course in QA regularly invite experts from the industry to give lectures and talks and interact with students. Students from the PG courses also liaise with the industry through industrial visits and internships. Departments invite experts from the industry to talk to their students on the recent advancements make in their area. Dr. Gail Carneiro was a panel member in ‘INDUSTRY ACADEMIA CONCLAVE’ as a part of Indo German Urban Mela organized by BASF in April 2012. M.Sc. students are sent to industries for various projects.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?
Teachers are invited as subject experts for talks and seminars to
various colleges. They also give talks and are invited to judge competitions, and as subject experts on interview panels.

3.5.3 How does the institution encourage the staff to utilise their expertise and available facilities for consultancy services?
The college permits the staff to utilize their expertise and available facilities for consultancy services. The staff are also involved in several social activities on a honorary basis or at minimum payment. Departments and teachers have their own contacts and are allowed to do their own networking and consultancy.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years. Expertise available and consultancy:

Department of Chemistry
- Dr. Gail Carneiro, Dr. I. Mendes, Dr. P. Shetty, Ms. R. Ferns and Dr. P. S. Murthy deliver lectures at Ruia College to M. Sc- I students.
- Dr. Gail Carneiro is part of the Visiting faculty at Centre for Excellence in Basic Sciences, at Kalina Campus, Mumbai University. She runs courses in Basic Chemistry and Stereochemistry.
- Dr. Gail Carneiro (2011-2014) and Dr. I. Mendes (from 2014 onward) are members of the Subject Board of Studies in Chemistry, St Xavier’s College, Mumbai.
- Dr. Gail Carneiro has worked as a Member of Syllabus Committees, Mumbai University for F.Y.B.Sc. (Paper II) S.Y.B.Sc. (Paper III) and T.Y.B.Sc. (Paper III), M.Sc. (Semesters I to IV) for Organic Chemistry

Department of Biochemistry
- Dr. Chinmoyee Vatsyayan has been invited as Subject expert at various college staff interviews and CAS.
- Dr. Madhavi Kaji is Member for the program committee of department of Medical Laboratory Technology, SNDT Women’s University

Department of Psychology
Dr. A. Lobo has been invited to share her expertise and served as a resource person/mentor in the events listed below.
- ‘Stress Management’ October 13, 2010 for the B.Ed. students of Shri. Sudhir MadhavjiLall Welfare & Educational Trust’s The Lord’s Universal College of Education’ Malad (E).
- Resource person for the one day workshop on “Revised Syllabi for papers VII, VIII, and IX in Psychology at T.Y.B.A.” at D. G. Ruparel College, Mumbai on Friday, April 23, 2010 (new syllabus to be introduced from June 2010-11).
• ‘On Being Assertive’ November 5, 2011 for the B.Ed. students of Shri. Sudhir Madhavji Lall Welfare & Educational Trust’s The Lord’s Universal College of Education’ Malad (E).
• Resource person for the workshop on ‘Syllabi for Psychology Core Courses at the F.Y.B.A. (Semesters I and II) under the Credit Based Semester and Grading System’ at D.G. Ruparel College, Mumbai 400016 on Tuesday, June 28, 2011
• Reviewed a manuscript on Counselling for Tata McGraw-Hills
• Conducted a workshop on ‘On Being Assertive’ at the Lord’s Universal College of Education on November 4, 2011.
• A resource person at a workshop on the ‘Syllabi for Psychology at the SYBA (Semesters II and III), held at Ruparel College, on April 9, 2012.
• Resource Person: The National level Refresher Course on ‘Techniques in Neurosciences – From Behaviour to Molecules’ conducted by the Department of Life Science, Sophia College for Women, from November 23 to December 8, 2011, supported by the Science Academies, The Indian Academy of Sciences, Bangalore; Indian National Science Academy, New Delhi; Indian National Academy of Sciences, Allahabad.

Department of Zoology
Dr. Roshan D’Souza is on the Board of Studies UG & PG of SNDT University and UG of St. Xavier’s College. She was a Resource person at the NET workshop held at Patkar College.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: institution) and its use for institutional development?
The staff are often involved in consultancy in their personal capacity. No income has been generated by the institution through these consultancies. Some staff offer their consultancy on social matters on a honorary basis. Should the staff member take duty leave for consultancy purposes any income generated is shared as per University regulations (60:40). Income so generated has been used for college improvement programmes.

3.6 Extension Activities and Institutional Social Responsibility (ISR)
3.6.1 How does the institution promote institution – neighbourhood – community network and student engagement, contributing to good citizenship, service orientation and holistic development of
Departments have organized the following outreach activities

- The Psychology department has networked with Childline, Echoing Healthy Aging and has collaborated with the NSS unit to network with Akanksha.
- The Economics department has an ongoing connection with ‘Population First’.
- The Sociology department has been networking with ALERT INDIA, for the past, eight years. The programme sensitizes students and makes them aware about the treatment, education and eradication of leprosy in India. They, in turn, spread this awareness.
- Students of B.Sc. – IT participated in the CAN-KIDS party organized by NSS, for the children who are cancer patients. They added a lot of fun and joy to this event by entertaining these children by dressing up as various cartoon characters, as well as, by putting up a puppet show.
- Students are offered an opportunity to teach chemistry experiments to municipal school students, thereby inculcating in them a sense of responsibility towards society.
- Dr. Sumanika Sethi has done translation work for the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CSMVS), formerly Prince of Wales Museum of Western India. She has brought out a guide book of the Museum in Hindi, written articles in the Children’s Kiosk, given the story of Indian paintings in Hindi.
- Ms. Nirmala Tripathi has organized the learning material for the “Prayojanmulak Hindi”- Paper VI TYBA Course writing for institute of distance and open learning, University of Mumbai. Published in 2012. She has also given material on SYBA Paper III Hindi Prose Course writing for institute of distance and open learning, University of Mumbai.

Clubs

- The Students Social Reform Initiative (SSRI) has not only networked with the Samarpan Foundation, the Oscar Foundation, Teach India and the Hamara Club Foundation but has also initiated a Slum Betterment Project by identifying a neighbourhood slum and build up a relationship with the inhabitants, finding out the issues they face and beginning to work with them towards addressing these. A Football-training programmes, for young adults and children, attempted to teach them values and problem-solving through football. Dance training, a health camp and an English language training were other activities undertaken in the slum.
- The International Relations Club (IRC) networked with the Bombay Mothers and Children Welfare Society for the programme, ‘Cultivating Change’, at Rajgurunagar. Children were taught about the concept of
the United Nations and were shown how to apply the concept of conflict resolution in practice.

- The Sophia College English Dramatic Association (SCEDA) networked with Akanksha and Teach India, to hold the Inspire Passion Project at the Abhyudaya Nagar Municipal School, to help the school children discover creativity within themselves through music and dance. “Final Solutions,” a Sahitya Akademi award-winning play, was performed by the children of Akanksha and Teach for India and mentored by SCEDA.

- The NSS continued to network with CAN-KIDS, an NGO which not only provides medical aid to children suffering from cancer, but also endeavours to assist them with financial aid towards medical and living expenses in Mumbai while undergoing treatment. The NSS also networked with CRY in a campaign “Click Rights”: students were encouraged to click photographs of any child involved in child labour or doing any other work and not going to school.

- A signature campaign in the neighbourhood was organized along with CRY, in which students had to convince 40 people to vote for a candidate who has the welfare of the child as one of the items on his/her agenda. In addition, the NSS also networked with Akanksha Foundation a neighbourhood NGO and Teach for India Foundation. Students assisted teachers and helped in making teaching aids and carrying out administrative work.

**SCWSD**

The outreach programmes conducted by the Sophia Centre Women’s Studies and Development (SCWSD) are directed towards economically disadvantaged young girls and women who have been unable to continue their formal education for a variety of reasons. The core aim of these courses is to equip them with income-generating skills which will help them to gain economical sustainability and be independent.

- The participants for these courses are affiliated with various NGOs in Mumbai and Maharashtra, e.g. Akanksha Foundation, Navjeevan Society, Seva Sadan, the Bombay Mother’s and Children Welfare Association, I CREATE and many more.

- Conceptualised as a programme to empower Catholic women, the Sophia Centre for Women’s Studies and Development (SCWSD) has been organising a Women’s Leadership Training Programme every year since 2006 in collaboration with the Bombay Archdiocesan Women’s Commission.

- SCWSD has put in efforts to bring about awareness about various gender related issues in society to our students. On 30th August, 2013, SCWSD organised a talk on eunuchs, which was conducted by Mr. Piyush Saxena, Senior Vice-President, Reliance Industries and
Founder of Salvation of Oppressed Eunuchs NGO (SOOE).

- Field trips to different GOs and NGOs are one of the components of the courses offered by SCWSD.

**SCESA BAZAAR**

The Alumnae Association holds the SCESA Bazaar *Shop for a Cause* to attract students to buy items from local NGOs who put up stalls. **All these activities promote community work and help towards the holistic development of the students.**

### 3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements/activities which promote citizenship roles?

The Institution ensures the students’ involvement in various social movements and activities in the following manner:

- Sessions were held to make students aware of their social and national responsibilities – especially the need to exercise their vote.
- The Alumnae Association, SCESA, has introduced a novel initiative that gives an opportunity for students to engage with rural households and study water issues with a social, economic political & scientific perspective for e.g., postgraduate students of Biochemistry participated in the water project at Khampaon, Raigadh District in the programme - YOUTH FOR WATER - WATER FOR LIFE. They also held events like From ‘Me to We’ and ‘Breaking the Culture of Silence’ which were eye-opening and innovative learning experiences for the students. They learnt, through interactive sessions, about the ways to strengthen democracy and the struggle for women’s rights and protection.

### 3.6.3 How does the institution solicit stake holder perception on the overall performance and quality of the institution?

Student feedback gives their perception of the way the academic programme is handled. This helps teachers in their commitment to give the best education to stake holders.

Meeting & interacting with parents on open-day also adds to teacher awareness of their expectations from the institution.

### 3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Extension and outreach programmes are organized by various departments, the NSS, the clubs, the Sophia Centre for Women’s Studies and Development (SCWSD) and the Alumnae Association.

Departments sensitize their students to the needs of others by encouraging them to participate NSS activities especially the Municipal School project. Over the past four years visits to various
institutions like an old age homes, orphanages, Asha Sadan, the rescue home run by the Maharashtra State Women’s Council have been planned by the Sociology, Chemistry and Psychology departments.

The Philosophy and Political Science departments also involved students in beach cleaning drives after the major Ganesh immersion day. The Psychology department has a commitment to ongoing voluntary work and the philosophy and sociology departments involved their students with the work of ALERT INDIA. There is no budgetary allocation for these activities and students pay for their trips.

The Sociology department has an ongoing outreach programme for last eight years in partnership with NGO Alert India creating awareness about leprosy and working in the direction to educate people that it is curable and working towards eradicating the disease from India.

The N.S.S. unit especially the Municipal School Project involves local municipal schools staff and students are fully committed to this project. At first camps were held in the college, but of late, students go to the Municipal Schools associated with the project, to teach both high school and primary school students. The programme was initially sponsored by the Times Foundation, but later the college bore the cost. Other outreach programmes include AIDS awareness activities including a Red Ribbon Club. Most of the NSS activities are financed by the University and management helps if there is a shortfall.

However, the unit does network with NGOs in the vicinity of the college, Akanksha, Om Creations and Sadhana School. They collaborated with the SCWSD under the UGC sponsored Human Rights Education project and a Disaster Management. A unique workshop was held in 2012 which the children of the Municipal Schools and Akanksha, who had appeared for the SSC examination were guided on a choices of careers and life skill management, a seven day basic computer course sponsored by the teaching staff of the college.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

All departments encourage their students to take part in the extension activities of the NSS. For e.g., S.Y.B.Sc. students collaborated with the NSS to check the adulteration of milk.

Most departments also network with NGOs to expose their students to the reality of the lives of many people. These activities are ongoing ones for the Sociology, Philosophy and Psychology departments.
The Sophia Centre for Women’s Study and Development runs its own outreach programmes and extends its service not only to educate but also to empower women. They reach out by holding these courses at venues chosen by the various NGOs. Students who opt for the courses run by the SCWSD are also exposed to extension activities.

The NSS unit of the college has been conducting the Municipal School Project for the past decade. Initially camps were held in the college and student volunteers taught English, Maths & Science to the students from nearby Municipal Schools though the project was very successful but owing to constraints, students now visit the schools to teach the children at both the high school and primary level. In 2012 a workshop for the children of Municipal Schools and Akanksha who had appeared for the SSC examination was held. The objectives were career guidance, and to teach them certain life skills, e.g., first-aid techniques, Anger Management, Defense against Molestation and Prevention of Child abuse. A seven day basic computer training course, sponsored by the teaching staff of the college was also offered to the students.

Other outreach programmes include AIDS awareness activities including a ‘Red Ribbon Club’. Along with the SCWSD under the UGC sponsored Human Rights education project, a Disaster Management Workshop was held.

The unit also networked with NGOs in the vicinity of the college, Akanksha, Om Creations and Sadhana School. Blood donation camps are also organized. NSS volunteer attended a workshop on Women’s Empowerment sponsored by Population First and participated in LAADLI events to create awareness of the need to save the girl child and to prevent female foeticide.

Staff and students were involved in the activities CAN-KIDS or KIDS CAN, run by an NGO dealing with kids who have cancer. Three parties were organized at the Jerbai Wadia Hospital by the Sociology & Chemistry Department. World Children Cancer Month was observed on the campus and 100 children and 120 escorts and staff from CAN-KIDS were invited to a party. The project was supported by all classes of the college and sixty volunteers helped in the organization. Disaster Management Activities include Energy Saving Projects – the format was drawn up by the staff and students of the college and the Zoology department trained students who adopted families to educate them regarding this project.

A project, ‘SAY NO TO PLASTIC’ was undertaken and 4000 paper bags made by students were distributed to small vendors. Note books were also made and distributed to Municipal schools and tribal children in Mumbai and Jharkhand.
First year students of the Psychology Department collaborated with the NSS unit and ARPAN to organize three sessions on Child Sexual Abuse.

The SCWSD conducts out-reach certificate programmes in association with a number of NGOs. Programme officers now run these courses at places convenient for the participants to reach, as commuting to the college was difficult for most participants, entrepreneurial skills are encouraged through courses like chocolate making, agarbatti making, cooking, etc.

Training workshops are also held e.g. in 2009 along with volunteers from Akanksha “Ways of Communicating the Evil of Child Marriage” Workshops on leadership, marketing skills, women entrepreneurship and health and Hygiene were also conducted. Several courses and programmes were conducted especially for school drop outs and other girls from marginalized backgrounds.

The Alumnae Association of the college is involved in outreach projects in both rural and urban areas. SCESA-SHARE projects concentrate on water harvesting and sanitation, solar home lighting systems, smokeless chulhas. Under the Sophia Barat Programme, village based programmes include sewing classes, a beauticians course, mehandi course and an imitation jewellery course.

SCESA’s main urban outreach is creating civic awareness among city children through an NGO called CMCA – Children’s Movement for Civic Awareness. The Association networks with the college to expose students to a rural experience.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The NSS has not carried out a survey but underprivileged students are helped by collaborating with NGOs.

Research carried out by SCWSD

Three out of four research papers, that the SCWSD was commissioned to undertake by the UGC, for the scheme of Human Rights Education during the XI plan period (2007-2012), will be published this year. The research papers are:

a) “Transmission of Knowledge and Values related to Human Rights (with special reference to Women and Girls) through formal and non-formal education”,

b) “Responsible use of water and disposal of garbage”,

c) “A study of anthropometric variables in adolescent girls from a lower socio-economic strata to assess nutritional status”.

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d) “Role of NGO’s in promoting harmony and understanding in the community” will be published later.

The research papers were presented in the UGC sponsored National Symposium: “Is Sustainable Development a distant dream?”

Extension work carried out by SCWSD

The outreach programmes conducted by the SCWSD have over the years multiplied and expanded in scope. This has been made possible largely due to the munificence of those who have made contributions for these courses, such as Health Care Worker, Candle Making, Chocolate Making and newly introduced Entrepreneurship Training which empowers participants to start their own small scale business.

These courses are directed towards economically disadvantaged young girls and women who have been unable to continue their formal education for a variety of reasons. The core aim of these courses is to equip them with income generating skills which will help give them a degree of economic sustenance and independence.

The participants for these courses are affiliated with various NGOs with whom SCWSD collaborates to bring these courses to them. After completing the course, the NGO then assists these participants to set up a Self Help Group (SHG) or to find gainful employment. If needed the courses are repeated according to demand. Resource persons also go to different parts of the city, if the participants are unable to come to Sophia College which is located in South Mumbai.

The courses run by SCWSD such as Women’s Empowerment and Social Work Course provide the students an opportunity to visit rural villages in Maharashtra. The students get hands on experience in imparting their skill and knowledge to rural community people. This component of the course is appreciated by various NGOs like Bombay Mothers and Children Welfare Society and Shreemati Maltsiben Dhanukar Trust and the rural community people as well.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

Student participation in extension activities has always been an important part of the College’s philosophy of higher education. Most activities aim to sensitize students to issues of the environment, gender and human rights. The themes for the year and the academic & co-curricular activities connected with the goals of the college have been institutionalized. Students are part of the workshops, talks, films and other activities organized in association with them.
Exposure through NSS activities has shown how they rally together, to raise funds and to participate in these activities – e.g., CANKIDS. Teaching the Municipal Students definitely equips students with many life skills. Visits to orphanages, old age homes and rescue homes enhance the academic experience by exposing them to reality. This makes theoretical study more meaningful.

Some clubs also conduct an extension activity in an innovative way e.g., the SSRI engaged the children of the slum they adopted by holding a football-training programme for young adults and children, to teach them values and problem-solving through the game. Dance training, a health camp and an English language training were other activities undertaken in the slum.

The International Relations Club (IRC) networked with the Bombay Mothers and Children Welfare Society for the programme, ‘Cultivating Change’, at Rajgurunagar. Children were taught about the concept of the United Nations and were shown how to apply the concept of conflict resolution in practice.

The Sophia College English Dramatic Association (SCEDA) networked with Akanksha and Teach India, to hold the Inspire Passion Project at the Abhyudaya Nagar Municipal School, to help the school children discover creativity within themselves through music and dance. “Final Solutions,” a Sahitya Akademi award-winning play, was performed by the children of Akanksha and Teach for India and mentored by SCEDA.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The activities undertaken by the NSS unit especially the Municipal Project is an excellent example of community service. Helping students in career guidance has had an impact, as in the past, some students have excelled and carved a career for themselves. The college has kept in touch with achievers to continue helping them by raising funds for further study counselling, etc.

The annual Peace March on August 15 organized by the sports club creates an awareness on the need to foster peace and harmony among all. The beach cleaning drive too involved the community and generated an awareness of the need to keep the environment clean.

Extension and outreach
The Sophia Centre for Women’s Studies and Development (SCWSD), set up in 2001, conducted the following certificate course:
• Certificate Course in Food & Nutrition
• Several outreach courses and other programmes, especially for school drop-outs and other girls from marginalized backgrounds.
• Certificate Course in Women’s Empowerment.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.
The most constructive relationship the college has forged is with nearby municipal schools for the Municipal School Project. It has grown from strength to strength – as the authorities, teachers and students realize the yeoman service the students of the college are rendering. Students, too, have awakened to their social responsibilities.

The SSRI club adopted a nearby slum in collaboration with local NGOs. Interactions with Akanksha, Om Creations and Sadhana School, too, have been very fruitful.

3.6.10 Give details of awards received by the institution for extension activities and / contributions to the social / community development during the last four years.
None.

3.7 Collaboration
3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives-collaborative research, staff exchange, sharing facilities and equipment, research scholarships, etc.
The Science departments have a number of collaborative projects with institutes. They collaborate on an individual level on projects and also have informed collaboration with other institutions. Detail of collaboration given in 3.1.5.

3.7.2 Provide details on the MoUs / collaborative arrangements (if any) with institutions of national importance / other universities / industries / Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.
Department of Chemistry
• Dr. P. Sirisha Murthy is collaborating with Bio-Dye, a commercial company involved in dyeing of cotton fabric with natural dyes. This collaboration has helped in obtaining a UGC minor research project.
• Dr. P. Shetty collaborated with Biotechnology Department of Thakur College, Kandivali (E) for Mumbai University Minor research project.
• Dr. P. Shetty has worked on biosynthesis of silver nanoparticles in collaboration with Agricultural Research Institute, Tirupati.
• Dr G. Carneiro is working on a research project in collaboration with HBCSE (Homi Bhabha Centre for Science Education) in the area of Chemical Education.

**Department of Life Sciences**
• Medha Rajadhyaksha has a collaborative DBT project with Momna Hejmadi of Bath University, UK
• Yasmin Khan has a collaborative DBT project with Shubha Tole, TIFR, Mumbai
• Yasmin Khan has worked with Ajay Chitnis, NIH, USA and applied for a collaborative project to DBT.
• Medha Rajadhyaksha has completed a collaborative BRNS project with Rita Mukopadhya, BARC, Mumbai and Padma Sastry, NCCS
• Yasmin Khan has completed a collaborative LTMT project with Neelam Shirsat, ACTREC, Mumbai.

The department has informal collaborations with other Institutions
• Tata Institute of Fundamental Research
• Bhabha Atomic Research Centre
• National Institute for Research in Reproduction
• Foundation for Medical Research
• National Centre for Cell Sciences
• Advanced Centre for Training, Research and Education in Cancer

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation / up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library / new technology / placement services, etc.
Department of Chemistry collaborates with various corporate and academic institutions like Reliance polymers, BASF, Cipla, ICPE, RSC, Envirocare and Ruia College for industrial projects, M.Sc. programme and developing awareness among students.
The greatest benefactors have been ex-students of the college who have contributed largely to improving and upgrading the infrastructure and academic facility of the college in the last four.

1. The Ramesh Tulsiani Convention Centre – the old science Audio – Visual hall was upgraded to a state of the art Convention Centre to hold seminars, conferences and talks.
2. The construction of a new floor to house B.Sc. IT was possible due to the kind contributions made by the Suman Ramesh Tulsiani Foundation and Narotam Sekhsaria Foundation. The M.K. Tata Trust helped in establishing both the Sophia Centre for Info Services (Library) and the computer labs (Communication Technology Centre).
Ex-students and staff have helped in upgrading labs, staff common room, staff canteen and the multipurpose hall. The QA programme received help from the MD Blue Cross Laboratories for some equipment. Generous donations have helped in increasing the Student Aid Fund and establishing scholarships for staff research.

**Library:**
The College received grants from M.K. Tata Trust which was used for the library renovation and computerization in 2006. The library was renamed The Sophia College - M.K. Tata Trust Information Centre. Computers / printers were purchased, all library stack cupboards were painted, furniture was redone, walls were painted, water-proofing of the terrace above the library was carried out, window curtains were redone, and the library was given a new look. Sarla Malhotra, an ex-student of the College, donated funds for the library from The Sarla Malhotra Endowment Grant which is used every year for purchase of computers, printers, scanners, cupboards etc.

The Sophia computer laboratory underwent major renovation with donations provided by M.K. Tata Trust. The Centre was named The Sophia - M.K. Tata Communication Technology Centre. The Lab now has 4 separate air-conditioned rooms accommodating 95 computers, 4 printers, 2 scanners, 1 laptop, 2 overhead LCD projectors and other computer accessories. A Wi-Fi connection was installed in the 4th computer room, as well as, in the hostel to enable students to get Internet connections on their laptops for 24 hours. Staff and students make optimum use of the computer facilities available to them.

3.7.4 **Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.**

A National Conference titled ‘Mumbai in Literature, Art and Film’, funded by the Luigi and Laura Dallapiccola Foundation, was organized by the Department of English in collaboration with the BMM Department and the Sophia Centre for Women’s Studies and Development on January 8-9, 2010 at the Sophia Bhabha Auditorium. The conference was inaugurated by Dr. Homi Bhabha, renowned literary critic and cultural theorist from Harvard University. The keynote address was delivered by Dr. Ranjani Majumdar from JNU. Notable academicians and practitioners from the fields of art, film and literature like Maithili Rao, Vijaya Rajadhyaksha, Arundhati Subramaniam, Ranjit Hoskote, Jitish Kallat, Konkona Sen Sharma, Ashish Rajadhyaksha and Mukul Kesavan presented papers on a variety of subjects. The conference exposed students and teachers
across the city to ideas shaping the contemporary cultural and intellectual scene.

An International Conference **Mumbai – Socio-Cultural Perspectives: Contributions of Ethnic Groups and Communities** was organized jointly by the Departments of History and Sociology. The international speakers were Dr. Anna Dallapiccola, Dr. M.D. David, Mr. David Cardoz and Prof. Frank Conlon. Other eminent speakers were Prof. Sanjay Ranade, Mr. Rajan Jayakar, Dr. Fleur D’Souza, Dr. Mangala Purandare, Ms. Archana Calangutcar, Ms. Sameera Khan, and Ms. Sifra Lentin. This is the first conference in which students presented papers. After this conference this became an accepted feature.

International Seminar in collaboration with the departments of Economics, Sociology and SCWSD organized an International Seminar on **Mumbai Fort**. Eminent speakers were Dr. Mohsina Mukadam, Dr. Neelima Diwaker, Dr. Medha Gupte, Dr. Nilakshi Roy, Dr. Preetha Nilesh, Dr. Sabayasachi Mukherjee, Dr. Sushama Powdwal, Dr. Abhay Pethe, Dr. Sriraman, Dr. Alka Parikh and Dr. Vibhuti Patel.

A National Seminar **Many Masks, Many Cities: Theatre in Mumbai** – Luigi and Laura Dallapiccola Foundation in collaboration with English Department and the Social Communication Media Department of the Sophia Polytechnic. Eminent International speaker was Dr. Anna Dallapiccola. Other eminent speakers were Ms. Shubhangi Shelke, Ms. Lakshmi Muthukumar, Ms. Meher Marfatia, Mr. Ramesh Rajhans, Ms. Reena Agarwal, Ms. Mahabanoo Modi Kotwal, Mr. Sarang Bhakre, Ms. Purva Naresh, Dr. Mohan Agashe, Mr. Ramu Ramanathan, Mr. Michael Nazareth, Ms. Shernaz Patel, Ms. Nirmita Gupta, Aadya Shah, Srushti Iyer, Nikita Raijada, Mr. Jerry Pinto, Ms. Ira Dubey and Mr. Jehan Manekshaw.

The national level workshop held on ‘**Cognitive Science**’ jointly by the Departments of Life Science and Psychology and sponsored by the Indian Academies of Sciences. The speakers were Dr. Vijayalakshmi Ravindranath, Dr. Rohit Manchanda, Dr. H. Ramachandran, Dr. Aditya Murthy, Dr. N. Srinivasan, Dr. Meher Ursekar, Dr. Bhoomika Kar and Dr. Anindhya Sinha.

International Lecture Series organized by departments of Life Science and Biochemistry on “Stem Cells and Biotechnology. International eminent speakers – Dr. Michael Danus, Dr. David Tosh and Dr. Momna Hejmadi from the University of Bath.

National Conference on **Philosophy & Religion: Appraisal and Reconstructions**, Sophia College, Mumbai. The resource persons for the conference include Dr. George Karuvellil, Asghar Ali Engineer, Dr. Shubhada A. Joshi, Dr. Francis D’Sa, Dr. S.M. Michael, Dr.
Lance Prabhu, Adv. Irfan Engineer, Dr. Ram Puniyani, Dr. Amita Valmiki, Dr. Irfan Faquih, and so on. The Conference sessions discussed the following topics: Death and Immortality, Problem of Suffering and Evil, Religion and Ethics, Religious Language, Religious Fundamentalism, and Interfaith-Discussion.

Second International Conference of the Bombay Psychological Association: ‘Family at the Crossroads: 21st Century’. The keynote address was delivered by Dr. LaPearl Logan Winfrey (Interim Dean and Professor School of Professional Psychology, Wright State University, Dayton, Ohio, USA) on ‘The Need for Systems and Cultural Perspectives in the Training of Professional Psychologists’. The Conference saw other international speakers such as Dr. Scott Fraser from Wright State University, Ohio, U.S.A, Dr. Mel Kaushansky from Vancouver, B.C., Canada, Dr. Jaebe Boddas-Sauris, Clinical Child & Adolescent Psychologist, Virginia, U.S.A. and Dr. Varsha Deshmukh from Michigan, U.S.A. Among the facilitators and panellists were Dr. Scott Frazer, Dr. Smita Desai, Dr. Anuradha Sovani, Ms. Sonali Patankar, Mr. Unmesh Joshi, Dr. Urvashi Shah, Dr. Rochelle Suri, Ms. Susan Walker, Dr. Anthony D'Souza, Dr. Sushman Mehratra, Fr. Joe Pereira, Dr. Gautam Gawai, Dr. Satishchandra Kumar, Dr. Vivek Belhekar, Dr. Neelkanth Bankar, Dr. Y. Matcheswalla and Dr. Suja Koshy.

3.7.5 How many of the linkages / collaborations have actually resulted informal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated-

a) Curriculum development / enrichment
b) Internship/on-the-job training
c) Summer placement
d) Faculty exchange and professional development
e) Research
f) Consultancy
g) Extension
h) Publication
i) Student Placement
j) Twinning programmes
k) Introduction of new courses
l) Student exchange
m) Any other

Courses: In 2009 – 2010 and 2010 – 2011, an MOU was signed between International Air Fare Desk and Sophia College, to conduct IATA-UFTAA diploma courses in the College. Some of our students availed themselves of this facility.

In April 2013 and 2014, Sophia College collaborated with HR College
and Jai Hind College to host a number of summer courses conducted by King’s College, London, in Mumbai. Some of our students participated in these courses each year, and two students (one in each year) were awarded scholarships to attend the King’s College summer courses in London. In 2013-2014, an agreement was entered into with Hispanic Horizons, to conduct Spanish classes in the College for the benefit of our students.

**Research:** From 2009-2010, there has been a research project jointly undertaken by Homi Bhabha Centre for Science Education, TIFR, and Sophia College: ‘Developing Simple Model Systems and Experimental Paradigms in Cognitive Sciences for Undergraduate Education’.

In 2012-13, an MOU was signed between the Dept of Biotechnology, Ministry of Science and Technology, Govt. of India, and Sophia College, with regard to a joint research project undertaken by agreement between Departments of Biology and Biochemistry, University of Bath and Sophia College: ‘Epigenetic regulation of hypoxia signalling in neuronal models...role of HIF1 and its regulation in behaviour of Ceanorhabdatis elegans and in neuronal cultures’. This project will continue until the end of 2014.

**Extension:** In 2010-2011, an MOU was signed between SCESA (our Alumnae Association) and SHARE (an NGO) for conducting extension/outreach projects jointly in rural Maharashtra. This exposed our students to social realities as well.

In 2009-2010 and 2010-2011, an MOU was signed between SCESA (our Alumnae Association) and CMCA (an NGO) for conducting civic and environmental education projects in local schools. Once again, some of our students were involved, thus exposing them to the realities of urban society in Mumbai.

**Exchange:** In 2010-2011, an MOU was signed between Valparaiso University, Indiana, USA and Sophia College, to facilitate student and faculty exchange programmes and to enable our students to access higher education in Valparaiso, without requiring either TOEFL scores, or a sixteenth year of education.

3.7.6 **Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages / collaborations.**

Every opportunity has been taken to set up connections and interface meetings with interested parties so as to facilitate the possibility of such linkages and collaborations. For example, to list just a few of the most recent:

In January 2013, the College hosted a group of ten students from Barnard College, New York, for their winter seminar course on Gender in the City.
In March 2014, Dr. (Sr.) Ananda Amritmahal was invited to Purdue University and Loyola University in the US to speak on Women’s Education in India, as part of their Women’s Day programmes. This was also an opportunity to meet with top level administrative personnel in these universities to explore the possibility of setting up linkages, which are likely to materialise in the coming academic year.

Foreign universities who wish to visit Sophia College (e.g., Sciences Po, France; Trinity College, Dublin; University of Westminster, UK etc.) with a view to developing such linkages are welcomed. An MOU is shortly to be signed with Sciences Po which will be greatly beneficial to our students who wish to avail of exchange possibilities and credit transfers.

**Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

Many staff members are actively engaged in research and consultancy, as well as in extension programmes and outreach efforts. This is in keeping with our goal of academic excellence and scholarly rigour, as well as with our commitment to social responsibility and action. As the list is too long to include here, it will be available for viewing at the time of the Peer Team visit.
IV. CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The institution makes a concerted effort to enhance infrastructure every year in order to facilitate teaching and learning. The state-of-the-art Suman Ramesh Tulsiani Convention Centre is located in the basement of the Science building was inaugurated in November 26, 2010. It is utilized for talks, seminars, conferences and the screening of films. This air-conditioned centre has a seating capacity of 150. It is set up with the latest audio-visual equipment and sound system. This facility is open for use by the departments of the College, other institutions of Sophia Campus as well as by outside groups wishing to organize academic programmes. The Centre was made possible by the generous donation of an ex-student, Mrs. Suman Ramesh Tulsiani.

The laboratory for MSc course in Analytical Chemistry, the AV Room and the staff room were also renovated in the year 2011. The AV Room particularly facilitates using audio-visual facilities for large classes. Exhibitions and talks can now be held in the old shed that has been transformed into a multipurpose hall.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

Airy, well maintained classrooms are available in the Arts, Science and Sophia Andersson Annexe buildings. Some of them are equipped with LCD to facilitate the use of ICT. An independent state of the art “Geeta Israni Centre of Quality Assurance” on the first floor of Sophia Andersson Annexe is available for the post graduate students of Quality Assurance. It has an air conditioned fully equipped lecture-cum-seminar room with a LCD, computers and internet connection. The terminals within a computer lab and between computer labs are connected through a network. Internet facilities are available in all the labs, the staff room, the library, the Women’s Centre and offices. LCD facilities are available in A.V. Hall, A.V. Room, Convention Centre and some of the class rooms.

Conferences and seminars are held in the A.V. Hall housed in the Andersson Annexe, in the A.V. Room in the extension of the Arts Building and the Convention Centre located in the Science building. Tutorials are carried out in the regular classrooms according to the time table. The information regarding labs is as follows:
Chemistry:
- One common undergraduate laboratory on the ground floor Science building for S.Y.B.Sc and T.Y.B.Sc
- One undergraduate lab for Analytical Chemistry practicals, ground floor
- One lab for physical chemistry practicals, ground floor
- One preparation room on the ground floor attached to the main wet lab
- One common wet laboratory for the Junior college and F.Y.B.Sc class
- One preparation room attached to the main wet lab on the first floor, Science building
- Two Post graduate laboratory-one wet lab and one instrument lab on first floor, Science building

Biochemistry:
- Post graduate laboratory on first floor, Science building
- Research laboratory on first floor, Science building

Microbiology:
- One undergraduate laboratory on the ground floor, Science building
- One postgraduate laboratory on the first floor, Science building
- One autocalve room on the 4th floor, Science building
- Two preparation rooms, for undergraduate and postgraduate practicals.

Life Science:
- Undergraduate laboratory on third floor of Science Building
- PG cubicle/small labs – on third floor, mezzanine between third Floor and fourth floor.

Physics:
- One undergraduate laboratory on the second floor of the Science Building
- One dark room for optical instruments

Zoology:
- A spacious lab which is well equipped for the UG level on the 3rd floor, Science building.
  
Science departments have individual cubicles with sophisticated scientific instrument at Suman Tulsiani Research Centre situated in the fourth floor of the Science Building.

BMM:
- BMM uses the air-conditioned Computer Lab No-4 with 30 computers, 1 printer and other computer accessories.

B.Sc. IT:
- B.Sc.IT. uses Computer Lab No-5 which is air-conditioned accommodating 32 computers, 1 printer, 1 scanner and other computer accessories.

QA:
- An air conditioned laboratory for wet work
An air conditioned instrument room
An air conditioned microbiology laboratory

The college has a herbal garden with all the plants identified, and labelled in Marathi, Hindi, English along with their scientific names and family. There are 63 trees on campus identified, and labelled in Marathi, Hindi and English along with their scientific names and family. A number of indoor and outdoor flowering and non-flowering garden plants and a small seasonal kitchen garden are maintained. The central lawn facing the heritage building is truly most attractive area on the campus. The students of Life Science departments maintain a small garden on terrace of the third floor. A garden at the rear of the heritage building is maintained by the Biochemistry department and has bio composting.

Special facilities
- Research facility for the Zoology Department in the Suman Tulsiani Research Centre.
- Zebra Fish Lab in the Life Science Department.

Equipment for teaching, learning and research: A list of the equipment of the Science Department is as follows:

**Chemistry:**
- Spectrophotometer 106
  (Systronics)
- Flame photometer
- Electronic weighing scale
  (Contech)
- U.V Visible shimadzu
- Shimadzu 1mg balance
- Deionizer water Dist
- Water bath
- UV cabinet
- Vacumm pump
- Magnetic stirrer
- Incinetrator
- Remi Electronic (Centrifuge)
- Conductometer EQ 652
- Conductometer EQ 664
- Potentiometer EQ 602
- Lovibond comparator 2000
- Balance ( Shimadzu)
- Colorimeter
- EquiptronicsM.Sc EQ 652
- Soxlet apparatus

**Biochemistry:**
- Conductivity meter
- Electrophoresis unit,
- Horizontal submerged type
- Flame photometer
- Microplate reader with
  attached desktop
- Microscope
- Power pack for
  Electrophoresis unit
- Power pack for
  Electrophoresis unit
- Spectrophotometer
- UV lamp
- Laptop
- Epifuge
- Fluorimeter
- Microscope
**Microbiology:**
Fluorescent Microscope
With Image Analyses Software
Bright Field Microscopes Distillation unit
Centrifuge Shaker
Colorimeters High Temp Oven Autoclave
Electrophoresis unit Power packs
Uv Transilluminator

**Life Science**
Axioskop florescence microscope and Power Supply
Stereo dissection microscopes and camera - 2
Inverted microscope, Zeiss Adapter and IDE Camera
uv-vis Spectrophotometer Real time PCR
Cryostat ELISA reader
Gel doc system -20°C Freezer
BOD incubator Refrigerated tabletop centrifuge
Gel electrophoresis & Power packs
Blotting & Pump apparatus & gel dryer
Vortex & Magnetic Stirrer Orbital shaker & Rocker
Inverted, Stereo + camera Microtome
Distillation unit Microwave ovens
Electronic Balance

**Physics:**
Electronic Balance Magnetic Stirrer Centrifuge Apparatus
Computerized Magnetic Property Measurement Apparatus with printer

**Zoology:**
Oven Incubator Centrifuge
Magnetic stirrer Mixer / Blender Digital colorimeter
Haemocytometer Haemocytometer tubes
Rotary Microtome

**Quality Assurance**
HPLC pH meter Laminar airflow Balance Balance Spectrophotometer
Incubator Oven Autoclave Refrigerator Microscope Polarimeter
<table>
<thead>
<tr>
<th>Refractometer</th>
<th>Potable Audio System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Microphone</td>
</tr>
<tr>
<td>Laptop</td>
<td>Projector</td>
</tr>
<tr>
<td>Printers</td>
<td>Microphone</td>
</tr>
<tr>
<td>Camera</td>
<td>Speakers</td>
</tr>
<tr>
<td>OHP</td>
<td></td>
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</tbody>
</table>

**Women Centre:**
The Women’s Centre has a well equipped kitchen (Rms. 19 & 20) facility to conduct a Certificate course in Cooking and Baking.

**BMM:**
The professional cameras for the use of students of BMM are a CANON EOS 600D and two CANNON EOS 1100D.

**b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

For indoor sports activities the college possesses a fully equipped gymkhana where students can play table tennis, chess and carom. The badminton court is located in the Multipurpose Hall. Outdoor facilities include a basket-ball and volley – ball court. For games like football and cricket, a ground is hired. The students who take part in swimming events can avail of the facilities in a nearby pool run by a club. The Annual Sports Event is held in the University Grounds. The Sports Club also conducts Adventure sports, Karate and self-defence classes and Yoga classes.

The college has a fully equipped gymnasium. Apart from the physical instructress and well-qualified fitness trainers, a dietician is available for consultation.

Sophia College has an 810 seated centrally air-conditioned auditorium which is the Sophia Bhabha Hall which serves Sophia College as well as the other institutions on the campus. It is equipped with the latest state of the art audiovisual equipment, along with high quality acoustics.

We have a very vibrant NSS unit at Sophia College which is located in a separate cell. NSS conducts many extension activities, the most successful of which is the Municipal School Remedial Teaching Programme. This project was initiated by the Times Foundation and funded by the Salaam Bombay Foundation. We adopted two neighbouring schools of Nana Chowk and Tardeo, and then extended the programme to Sharda Sadan. More recently NGO’s such as Vatsalaya and Akansha have also sent their children for training. As a step further, the Municipal School Project was later taken to a rural
tribal school at Vangani where our faculty and college students conduct science experiments for rural school students.

A separate room is allocated for running the work carried out by SCESA. Students of different departments have been involved with SCESA’s exteria projects.

The Sophia J.N. Heredia Counselling Centre has a separate room for individual counselling which consists of a large space for group activities, including a bathroom and toilets. The services of the centre include personal counselling, group building activities and aptitude testing. Recently, the services of counselling for international study has also been added.

**Cultural activities:** The students are encouraged to take part in extracurricular activities arranged by the various clubs. They also participate in inter-collegiate cultural activities for example debates, elocution, dance and other programmes. They have won prizes in many of these events. **Details available in 5.3**

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed / augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

Details will be provided when the Peer team visits and for the Master Plan see Annexure VI.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The students with physical disability can avail of the ramps, specially designed toilets and the use of lifts.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga centre, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy
- Constant supply of safe drinking water
- Security
There is one hostel that houses 115 students. The facilities available are a parlour to meet visitors and a dining room. Laundry facilities include a washing space with a washing machine and spin dryer. Arrangements for dhobi are available at students’ cost. The rooms are well furnished with a bed, cupboard, clothes rack and study tables. Cooking and heating facilities such as an electric hot plate and microwave are also provided. The recreation areas are comfortably furnished with sofas, chairs and a TV set. WIFI connectivity is provided.

Residential facilities for teaching and non-teaching staff are available on the campus. The college has Aquaguard, filtered water for all drinking water outlets throughout the college.

There is tight security at both the front and rear entrances, and a logbook is maintained for all visitors. A woman security guard is also posted at the gates. Students have to show their Identity Cards while entering the college.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?
The wardens have a first aid kit to deal with simple emergencies. Staff and students can be speedily taken to the Jaslok, St. Elizabeth’s and the Breach Candy Hospitals which are close to the college. There is a bed in the Coordinator of Student activities room, where any ailing student can rest until help is got.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.
The IQAC has a separate room. The J. N. Heredia Counselling Centre is a special facility in the Andersson Annexe and holds counselling sessions there. The canteen situated on the ground floor is run by a caterer offering a variety of dishes. It has a spacious seating facility. Recreational facilities are available all over the campus. Students can relax on the spacious lawn and various areas provided. The teachers have a common room, and the non-teaching staff a changing room. The Bhabha Hall is the large auditorium available for college programmes.

4.2 Library as a Learning Resource
4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?
Yes, there is a Library Advisory Committee. Its members consist of the Principal, two teachers and the Librarian. The teachers are appointed every year. Two meetings are held every year. Teachers are informed about the meeting well in advance, and they meet to suggest improvements in the Library.

The agenda for the meeting is prepared by the Librarian. Matters of library importance are discussed at the meeting. Teachers are apprised about any new services introduced in the library. Suggestions made by students to the librarian about library services and problems faced by the library staff are also discussed. The committee discusses the issues raised and suggestions are noted, and later implemented. The librarian maintains the minutes of the meeting.

4.2.2 **Provide details of the following:**
- Total area of the library (in Sq. Mts.) = 613.90 sq. mt.
- Total seating capacity = 235 individuals
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
  The College Library is open to members of staff and students from 8.30 a.m. to 5.30 p.m. from Monday to Friday; 8.30 a.m. to 2.30 p.m. on Saturdays. The Library is closed on Sundays & public holidays. Before and during examinations the library is open from 8.30 a.m. to 6.30 p.m. from Monday to Friday. During vacations the library is open to members of staff and students from 8.30 a.m. to 4.15 p.m. from Monday to Friday; and from 8.30 a.m. to 2.00 p.m. on Saturdays.
- Layout of the library (individual readings carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
  The accompanying diagram provides the complete layout of the library with Reference Room, Reading Room, Library stack area, Circulation & Reference Counter, Catalogue browsing & A.V. viewing section, Bag counter, Librarian’s office & technical room, Lounge & relaxed reading area, Staff carrels, Reprography & Internet section, Fiction Library and Staff toilet.

4.2.3 **How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.**

<table>
<thead>
<tr>
<th>Library holdings</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td>+716= 57997</td>
<td>521824.72</td>
<td>+1040= 59037</td>
<td>890226</td>
</tr>
<tr>
<td>Journals / Periodicals+</td>
<td>76+8</td>
<td>49367.00</td>
<td>77+8</td>
<td>88134</td>
</tr>
</tbody>
</table>
• The library regularly receives catalogues from various publishers which are forwarded to the relevant Subject Heads of Department. Staff who are interested in purchasing any titles inform the librarian to purchase it for the library.
• Staff members bring to the notice of the librarian new books/journal titles which they wish to order for their department. They provide bibliographic details of the books in library staff order form; the order is then processed.
• Latest books are received on approval from various publishers and book dealers. Concerned staff are called to approve them. HODs are informed of the books selected by their department staff and billing instructions are given to the book dealers.
• The librarian also selects books from book reviews which come regularly in newspapers and popular magazines.
• Books are also purchased from exhibitions and sales.
• Donations from various institutions/individuals are also received.
• Access to e-journals and e-books are provided to staff and students from library membership to NList of INFLIBNET & e-library resources of American Library.

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?
• OPAC
  The Library software System for Library and Information Management 21st edition (SLIM 21) provides Open Public Access Catalogue to all library resources.
• Electronic Resource Management package for e-journals
  Access to e-journals is through NList of INFLIBNET & e-library resources of American Library.
• Federated searching tools to search articles in multiple databases
  Internet search to multiple databases is provided to users at the Internet Counter of the Library. A library staff assists the users to search for information.
• Library Website
  The College website provides information about the library.
• In-house/remote access to e-publications
  Internet access to e-publications is provided to users at the Internet Counter of the Library.
• Library automation
  The library has 16 computers, four computers solely for data entry. The SLIM 21 (System for Library & Information Management)
software, 21st edition, is installed in all the computers in the library. Data entry of books from the Accession Register had commenced from August 2001. These books can be searched through various access points, namely, Author, Title, Keywords, Year of publication, Publisher etc. Various library reports are also generated through the data files stored in the computer.

Issuing of books for staff members are carried out on the computer since August 2001.

The articles indexed from newspapers and journals subscribed by the library are also available for reference on the computer. These indexes are very useful for students doing projects and seminar work. They save the time of the users by immediately drawing the attention of a user to the availability of the topic of their interest. Students’ jot down the list of newspapers and journals that cover their topic; these are then removed by the library staff and given for reference.

Question papers of all subjects (University, Board and College exams) are stored in the library database. Staff and students are given printouts at a very minimal cost.

Printouts of reports of information searched under the subject indexed articles in the library database are provided on request. Catalogue Cards (Author, Title, Subject, Shelf) are printed. Barcoding of all library books is done with the help of library software.

- Total number of computers for public access
  12 computers are available for public access.

- Total number of printers for public access
  Library has 7 printers of which 4 are for public access

- Internet bandwidth / speed □ 2mbps □ 10mbps □ 1gb (GB)
  Three Computers with 2mbps speed Internet bandwidth is available at the Internet Counter which has LAN connectivity with the Computer Lab.

- Institutional repository
  College magazines and College Handbook of each year are bound and maintained in the library.
  Thesis & dissertations of MSc & Research students are maintained in the library.
  The EXAP/EXSP research projects done by undergraduate students are maintained in the library.

- Content management system for e-learning.
  Current Contents of journals subscribed by the library are photocopied and arranged chronologically and bound. These are available for users to search for information in printed journals available in the library.
  Users are regularly guided to search e-resources of American e-library and NList by maintain a list of e-journals and e-books.
• Participation in resource sharing networks / consortia (like Inflibnet)
  The library subscribes to NLlist of INFLIBNET for access to e-
resources.

4.2.5 Provide details on the following items:
• Average number of walk-ins
  Approximately 400 walk-ins per day.
• Average number of books issued / returned
  On an average 350 books/question papers/files are taken for reference
  from the Circulation/Reference Counter, and on an average nearly 70
  books are issued per day.
• Ratio of library books to students enrolled
  Approximately 22 books per student
• Average number of books added during last three years
  On an average 680 books were added to the library during the last
  three years.
• Average number of login to opac (OPAC)
  On an average 10 users use OPAC daily.
• Average number of login to e-resources
  On an average 5 users make use of access to e-resources. Staff
  members are given the privilege to access e-resources at home or
  elsewhere.
• Average number of e-resources downloaded / printed
  No record is maintained for e-resource downloads/printouts. On an
  average 5 users make use of access to e-resources. Staff members are
  given the privilege to access e-resources at home or elsewhere.
• Number of information literacy trainings organized
  All new students and staff are provided with library orientation at the
  beginning of the academic year. Students are grouped class-wise and in
  small numbers and taken around the library to familiarize them with
  the library resources, rules and regulations, library staff etc.
  An Orientation CD is maintained in the library and students are guided
  to use it for knowing the library.
  Throughout the year, students are given personal guidance and training
  of library software to access information required by them. The library
  database of indexed articles from newspapers and journals subscribed
  is vast and students are encouraged to access information from them.
  TYBA History students who opt for the applied component paper in
  Library Science complete 25 hours in-service training in the library.
  Each student is given training in various types of library work. These
  students are guided in writing their project report on library service.
• Details of weeding out of books and other materials
  Stock-Verification is carried out every year in the month of
  March/April. Every three years, library books are weeded out from the
  collection. Books which are wormy, brittle and torn, badly mutilated
are withdrawn from the collection. The details of these books are entered in the Withdrawn Register, marked in the Main Accession Register, in the computer library database and on the Shelf-List. The relevant Catalogue Cards are then withdrawn from the catalogue trays, if there is no multiple copies of the same book.

4.2.6 Give details of specialized services provided by the library

• Manuscripts
  Do not have manuscripts in library collection.
  Thesis & dissertations of M.Sc. & Research students are maintained in the library. The EXAP/EXSP research projects done by undergraduate students are maintained in the library.

• Reference
  Reference service in the form of guiding students to the location of the information required by them is offered at the Circulation Counter and Audio-Visual Section. CAS (Current Awareness Service) and SDI (Selective Dissemination of Information) are also provided for both staff, students and to all other users of the library. Staff members are provided with staff carrels to pursue their reference work. A separate Reference room is maintained for all reference books. This is to enable users to have easy access to reference material in an airy and quiet atmosphere to pursue their study.

• Reprography
  Reprographic facility is available in the library since 1987. All reference books, staff personal notes, journals and newspapers that cannot be borrowed out of the library are normally photocopied. An operator is available for photocopying through the day. The Librarian reserves the right to refuse to permit the photocopying of certain reference books.
  Content pages of all Arts and Science journals subscribed by the library are photocopied, arranged chronologically and bound at the end of the year. Syllabus files of different classes, subject-wise, is available in the library; staff and students are allowed to photocopy them.

• ILL (Inter Library Loan Service)
  The library has inter-library loan facility with The University of Mumbai Library and also with other college libraries that are affiliated to the University. A separate application form is used for this purpose. USIS library have helped in donating loose issues of expensive science academic journals which have been very useful for undergraduate and post-graduate studies.
  The library maintains inter-library cooperation with campus libraries namely, Sophia College Polytechnic library and Sophia Centre for Women’s Studies and Development (SCWSD) Documentation centre. The library has a life-time membership with Sarvodaya Video Library in Bandra and Casablanca at Altamount Road. These video libraries
are well stocked with classic and popular films from all over the world. The BMM department regularly borrows films to screen them for their students.

- **Information deployment and notification (Information Deployment and notification)**
  Information service in the form of CAS (Current Awareness Service) and SDI (Selective Dissemination of Information) are also provided at the Circulation Counter, Audio-Visual Section and Librarian’s Office for both staff, students and to all other users of the library. Departmental lists of new books purchased for the year are provided to the heads of every department. Every week about twenty new books are displayed on the new book display rack placed in a prominent position in the library before they are shelved into the cupboards.

  Daily Newspapers (8 in number) are displayed on newspaper hangers in the Reading Room section of the library. Periodicals, magazines and journals subscribed by the library are displayed in the periodical rack. Newsletters, pamphlets and catalogues are regularly received by the library which are displayed for the staff and students. Publishers’ catalogues received by the library are displayed for staff members, and relevant books are ordered.

  Notice Boards, Clip Boards and Display Racks are used for displaying important current information for the library users.

- **Download**
  Download facility is allowed for users at the Internet Counter. Information accessed by users can be downloaded and printouts can be taken. This facility is monitored by the library attendant at the counter so that it is not misused by students.

- **Printing**
  Question papers of all subjects (University, Board and College exams) are stored in the library database. Staff and students are given printouts at a very minimal cost.

  Printouts of reports of information searched under the subject indexed articles in the library database are provided on request.

  Information downloaded by users from Internet can be printed with the help of the Photocopier attached to the computers.

  Catalogue Cards (Author, Title, Subject, and Shelf) are printed.

  Barcode labels for all library books are printed.

  All library official letters and notices are printed on a regular basis.

  Staff members are provided with printouts of the history of their library book transactions, books pending against their name etc.

- **Reading list / Bibliography compilation**
  Departmental lists of new books purchased for the year are provided to the heads of every department. List of new additions to the library collection subject-wise are maintained and displayed for users.
Information service in the form of CAS (Current Awareness Service) and SDI (Selective Dissemination of Information) are also provided at the Circulation Counter, Audio-Visual Section and Librarian’s Office for both staff, students and to all other users of the library. Printouts of the bibliographic list required by users are provided on request.

- **In-house / remote access to e-resources**
  Access to e-resources are provided to users. The library has membership to INFLIBNET-NList for e-journals access. Many staff and research students access this facility for their academic work. As subscription to Science journals is very expensive, this access to several renowned academic journals is very helpful to staff and students. The College has an institutional membership to The American Library. The e-Library USA provides access to broad range of online journals, e-books and databases.

- **User Orientation and awareness**
  The Library conducts an extensive Orientation Programme for all new staff and students at the beginning of the academic year. Students are informed about the timings and rules and regulations of the Library. They are shown the library collection, order of arrangement of books in the cupboards, the use of the card and computer-access catalogue, the circulation system, and the facilities like Reprography, Internet, and Computer laboratory available for them. The orientation is conducted class wise so that, students are able to pay more attention to the information given to them. It is mainly conducted during the afternoons when there are fewer students in the library, and the participants can concentrate better. There is a healthy interaction with the students during the orientation, as many of the new students are eager with a lot of queries about the Library.
  An Orientation CD is maintained in the library, and new staff and students are guided to use it for familiarizing themselves with library resources. Through the year, students are given personal guidance and training of library software to access information required by them. User awareness is created by display of new books added to the library collection. Every week, about twenty new books are displayed on the new book display rack before they are shelved into the cupboards. This helps to acquaint the staff and students to the new additions to the library collection. A notebook is maintained where department-wise list of books processed along with their classification number is maintained. Department-wise files are maintained providing list of books added to the collection each year.

Catalogue trays are kept at the entrance of the library. For every book purchased by the library, a Shelf card, an Author card and a Subject card is prepared. For fiction books, an additional Title card is prepared. These cards act as a guide to locate the book in the cupboard. Students
who are not comfortable with information search on the computer, use the traditional catalogue cards. They also serve as a back-up when computers fail to work.

Bibliographic information is also available on all the computers in the library. The library software SLIM 21 (System for Library & Information Management) provides OPAC (Open Public Access Catalogue). Users can browse under various access modes such as Author, Title, Keyword, Publisher etc.

The library follows an open-access system. Cupboards are kept open and books are arranged according to DDC Classification scheme (23rd ed. currently in use). Classification number guide tags are put outside each row of cupboards and individual cupboards have subject names and numbers of the books shelved in them.

A separate Reference room is maintained for all reference books. This is to enable students to have easy access to reference material in an airy and quiet atmosphere to pursue their study. Books which are being used by students regularly are stacked at the circulation counter for easy and quick access. This also enables the library staff to regulate the usage by all students and discourage vandalism. Users are made aware of change in syllabus pattern, question papers, government GRs etc. by updating the files regularly.

Assistance in searching Databases

Throughout the year, students are given personal guidance and training of library software and in searching the library databases to access information required by them. Orientation CD maintained in the library helps in guiding and training the new staff and students in the use of library software to access information required by them.

The college library has an institutional membership to American library. Staff and students of the college are provided access to Internet based American library catalogue and e-Library USA resources. This provides access to a broad range of online resources and databases of American libraries. Users are assisted in their search for information in the Internet Counter of the library.

- INFLIBNET / IUC facilities

The library has membership to INFLIBNET-N List to access e-books and e-journals of various renowned publishers. Many staff and research students access this facility for their academic work.

American library institutional membership provides access to a broad range of online resources and databases. Staff and students access the e-Library USA for information search at the Internet Counter in the library.

4.2.7 Enumerate on the support provided by the Library Staff to the students and teachers of the college.
• Intensive library orientation is provided to all new students and staff of the college to help them in the use of library resources.
• At the circulation counter, library staff issue books for home use to staff and students and the returned books are cancelled. Users are also provided with reference books, question paper files, popular magazines and staff personal notes.
• Reference Service is provided to staff and students at the circulation counter. Users are guided with classification numbers of the books required by them and they are also guided to the relevant cupboards where the books are shelved.
• The circulation counter staff also help users to access books and research projects from Reference Room; issuing of fiction books, maps, thesis, dissertations, EXAP/EXSP projects etc.
• At the AV and Information Section users are assisted in the use of the library catalogue browser (OPAC) to search for information; question paper printouts are provided; help in the use of AV materials.
• Regulating the use of Over Head Projectors.
• The staff in the Library Office helps the users to search for information required by them. Subject indexing of all newspapers and journals subscribed, issuing of AV materials, maps, syllabus, SDI / CAS services, new additions to the library collection are displayed, referral services, issuing of Identity Cards/Duplicate ID cards and their lamination, issuing of library cards, handbooks, gate pass.
• Assisting staff in procuring books and journals for the library and personal use.
• Distribution of College Magazines to staff, students and other colleges.
• Motivating reading habits by organizing book-reading & book-review sessions, book display on specific topics regularly and through the annual book-sale.
• Providing access to e-journals for staff and research students.
• Registering for Computer Courses & MS-CIT course.
• Providing reprographic services for all users.
• Giving Internet access with download facilities for all users. Internet facility is provided for students for Kaleidoscope work.
• Taking care of their bags and belongings at the Bag Counter.

4.2.8 What are the special facilities offered by the library to the visually / physically challenged persons? Give details.

The library stack area and the extension to the reading room section is provided with steel handles to enable the physically challenged person to cross over smoothly.

Students who are physically challenged are given lift pass and permitted to use the back door of the library to reach their classrooms on higher floors.
The Audio-Visual collection can be viewed with the help of headphones.
Language learning books & AV materials are provided for students with learning disability.
LD students are allowed to give their exams in the library as they get extra time and get quiet atmosphere to write their exams.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)
A suggestion box is maintained at the Circulation Counter and on the Librarian’s table in the library. Staff and students are welcome to put in their suggestions regarding library services. These suggestions are read by the librarian and those that are relevant are discussed at the library committee meeting. Suggestions received from students / College Union Committee and the problems faced by the library staff are also discussed with the committee members. After consensus, the solutions are noted down and implemented.
Staff and students are kept informed through notices about any new services introduced. Students are also encouraged to meet the librarian personally to discuss and solve their grievances regarding the library.
The library staff conduct meetings to discuss problems faced by them and ways and means of improving library services. Sometimes personal grievances are also aired, and these are discussed in a frank manner that helps library staff to work in a healthy atmosphere.
Suggestions offered by staff and students regarding library functioning are discussed at these meetings. The librarian enjoys considerable autonomy in the day-to-day functioning of the library.

4.3 IT Infrastructure
4.3.1 Give details on the computing facility available (hardware and software) at the institution. Number of computers with Configuration (provide actual number with exact configuration of each available system)
Sophia – M.K. Tata Communication Technology Centre has 4 separate air-conditioned rooms accommodating 95 computers, 4 printers, 2 scanners, 1 laptop, 2 overhead LCD projectors, and other computer accessories. The MTNL Broadband Unlimited with 2 Mbps download Speed scheme is available for the Computer Centre. Wi-fi connectivity to access Internet is provided 24 hours a day to the hostelites of the college.
A separate Computer Lab is provided for B.Sc. (IT) with 31 computers and 1 server and 1 printer. The Suman Tulsiani Research Centre have computers and Internet connectivity for the science research students.
Staff Room is provided with 2 computers and a printer. The library has 16 computers, 8 printers, 2 scanners. Many Arts & Science departments have departmental computers and accessories. Offices namely Principal, Vice-Principal, Administrative & Accounts’ Office have computers & accessories for their official work. Other departments namely Kitchen stores, Gym, Hostel are also provided with computers. Staff and students make optimum use of the computer facilities available to them.

Principal Office –

Computers:-
1) Intel Pentium Dual core 2.5 Ghz CPU.2 GB Ram; 160 GB Hard Disk, 19” LG LED Monitor, DVD RW, Keyboard/Mouse, ATX Cabinet

Printers:-
1) HP 1020 LaserJet Plus Printer

Vice-Principal Office

Computers:-
1) Intel core i3 3.2 GHZ, 4GB Ram, 500 GB H.D., P4 ATX Cabinet

Keyboard Mouse, DVD RW. 19” LED monitor

Printers:-
1) HP Laserjet 1020 Printer

Accounts Office

Computers:-
1) Intel Core, i3, 3.2 GHZ CPU – 4 GB Ram. 500 GB HD, ATX Cabinet, Key/Mouse. 19” Lcd.
2) Inter Pentium Dual core 2.80 GHZ, 250 HDD/2GB Ram P4 ATX Cabinet, DVD RW. Key/Mouse / PS2. 19” Lcd.
3) Intel Pentum R. 2.50 GHZ CPU/2 GB Ram, 250 HDD ATX cabinate Key/Mouse PS2 DVD Rw. 19” Lcd.
4) Intel Pentium Dualcore. 2.60 GHZ/ 1GB Ram / 250 HDD ATX cainbate. Key/Mouse DVD Rw. 19”Lcd.
5) Intel PentiumR 2.60 GHZ, 1GB Ram, 250 GB HDD ATX Cabinate, Keyboard/Mouse DVE Rw 19” Lcd.
6) Pentium Dual core 2.50 GHZ 1GB Ram, 250 GB HDD DVD Rw, 19”Lcd. DVD Rw.

Printers:-
1) HP 1020 Laserjet Printer
2) HP Laserjetc 1018 Printer
3) HP Laserjet 1020 Printer
4) EPSON LQ 2070
5) Lexmark 1150 All-in-One

College Administrative Office

Computers:-
1) Intel Dual core 2.6 GHZ CPU, 2 GB Ram, 250 GB HDD. Intel chipset M/B, 19”Lcd, Key/Mouse. DVD Rw.
2) Intel Dualcore 3.00 GHZ, 2GB Ram, 250 GB HDD intel chipset M/B 19” Lcd, DVD Rw, Key/Mouse. ATX P4 Cabinet.
3) Intel Pentium @ 2.6GHZ, 1GB Ram, 250 GB HDD intel chipset M/B, 19” Lcd, Key/Mouse DVD ATX P4 Cabinet.
4) Pentium {R} 2.6 GHZ, 1 GB Ram, 250 GB HDD, DVD 19’’ Lcd. Intel chipset M/B key/Mouse ATX P4 Cabinet.
5) Intel dual core 3.00 GHZ, 250 GB HDD, 2GB Ram, 19” Led intel chipset M/B, key/mouse ATX P4 Cabinet
6) Intel dual core 2.6 GHZ, 1GB Ram, 250 HDD intel chipset M/B, DVD, Key/Mouse ATX P4 Cabinet.
7) Intel Pentium R 2.6 GHZ, 1GB Ram, 250 HDD, 19” LCD, K/Mouse, Intel chipset M/B, ATX P4 Cabinet.
8) Intel Pentium R 2.6 GHZ, 1GB Ram, 250 HDD, 19” LCD, K/Mouse, Intel Chipset MB ATX P4 Cabinet.
9) Intel Dual core 2.6 GHZ, 2GB Ram, 250 HDD, 19” LCD, DVD, K/mouse Intel chipset MB.
10) Penttum Duela core 2.6 GHZ, 1GB Ram, 250 HDD, 19” LCD, DVD, K/mouse, Intel Chipset MB. ATX P4 Cabinet

Printers:-
1) EPSON LQ 1150 (4 printers)
2) HP Laserjet P1007
3) HP Laserjet 1020
4) HP LaserJet P1008

Scanners:-
1) HP Scanner G2410

Kitchen Store

Computers:-
1) Intel Pentium 4 2.4 GHZ, 512 RAM(MB) 20GB HDD, Intel chipset MB, K/Mouse, CD Drive, ATX P4 Cabinet.

Printers:-
1) EPSON LQ-1150 Printer

BMM Office

Computers:-
1) Intel Core 13, 2GB Ram, 500 HDD, 19” LCD, DVD, K/Mouse, Intel chipset M.B. ATX P4 Cabinet.
2) Pentium Dual Core 2.5 GHZ, 2GB Ram, 160 HDD, 19” LCD, DVD, K/Mouse, Intel chipset M-B, ATX P4 Cabinet.

Printer:-
1) HP LaserJet – P1008
2) HP LaserJet – P1007
3) Lexmark 1150 All-In-One

QA Department

Computers:-
1) Intel core 2 D 40, 2.53 GHZ, 2GB Ram, 250 HDD, 19” LCD, DVD, Dru K/Mouse, Intel chipset M.B. ATX P4 Cabinet.
2) Intel core i3, 3.30 GHZ, 4GB Ram, 500 HDD 19”’LCD, DVD, Intel chipset M.B. ATX P4 Cabinet 7 as same config.
3) Intel Core 2 DUO, 2GHZ, 1GB Ram, 160 HDD, 15”’LCD, DVD, K/Mouse, Intel chipset M.B. ATX P4 Cabinet 6 as same config.

Printers:–
1) HP COLOR LaserJet – MFP – 1759,
2) HP LaserJet 1020
3) HP LaserJet 1020 +
4) HP Laserjet 1018

Women’s Centre

Computers:–
1) Intel Pentium Dual core 3GHZ, 2GB RAM, 250 HDD, 19”’LCD, DVD, K/Mouse, Intel chipset M.B. ATX P4 Cabinet.
2) Intel Pentium Dual 2.2 GHZ, 1GB Ram, 160 HDD, 19”’LCD, DVD, K/Mouse, Intel chipset M.B. ATX P4
3) Intel Pentium Dual Core 2.6 GHZ, 1GB Ram, 200 GB HDD, 19”’LCD, DVD K/Mouse. Intelchipset M.B. ATX P4
4) Intel Pentium Dual Core 3 GHZ, 2GB Ram, 250 HDD, 19”’LCD, DVD, K/Mouse, Intel Chipset M.B. ATX P4 Cabinet.
5) Intel Pentium Dual Core 3GHZ, 2GB Ram, 500 HDD, 19”’LCD, DVD, K/mouse, Intelchipset M.B. ATX P4 Cabinet.
6) Intel Pentium 4, 3GHZ, 2GB Ram, 160 HDD, 17”’CRT Monitor, DVD Combo, k/mouse, Intelchipset MB. ATX P4 Cabinet.
7) Intel Pentium Dual Core 3GHZ, 2GB Ram, 250 HDD, 19”’LCD, DVD, K/mouse, Intelchipset MB. ATX P4 Cabinet.

Printers:–
1) HP LaserJet – 1020
2) HP LaserJet – 1007
3) HP LaserJet – 1020
4) HP LaserJet – 1020

Life Science

Computers:–
1) Intel Pentium Core is 3rd Generation, 4GB Ram, 1TB HDD, DVD, K/Mouse, 19”’LCD, 1GB Graphic card, Intel chipset MB. ATX P4 Cabinet.
2) Intel Pentium 4 2.8GHZ, 1GB Ram, 320 HDD, 17”’CRT monitor, K/Mouse, CD Drive, Intel chipset. ATX P4 Cabinet,
3) Intel Pentium 4, 2.4 GHZ, 1GB Ram, 80 HDD, 17”’CRT Monitor, K/Mouse CD Drive, Intel chipset M.B. ATX P4 CABINET.

Printers:–
1) HP Laserjet – 1020
2) HP Laserjet 1010

Scanner:–
Microbiology

Computers:
1) Intel Pentium Core i3 3.20 GHZ, 4GB Ram, 500 HDD, 19” LCD, DVD, K/Mouse, Intel chipset MB. ATX P4 Cabinet.

Printer:
1) HP LaserJet – 1020 plus.

Physics

Computers:
1) Pentium P4 – 2.5 GHZ, 512 RAM, 80 HDD, DVD, 15” LCD, K/Mouse, Intel chipset MB. ATX P4 Cabinet.

Physics Dark Room

Computers:
1) Intel core 17, 4GB Ram, 500 GB Harddisk, 20” LCD, Key/Mouse, ATX Cabinet, DVD
2) Intel P4, 2GB Ram, 160GB HDD, DVD, 19” LED, Key/Mouse ATX Cabinet

Printer:
Samsung Printer.

Bio-Chemistry

Computers:
1) Intel Core i5, 3rd generation, 4GB Ram, ITB HDD, 19” LCD, DVD, K/Mouse, 1GB Graphic Card, Intelchipset MB. ATX P4 Cabinet.

Chemistry Stores

Computers:
1) Intel Pentium dual core 2.8GHZ, 2GB Ram, 250GB Harddisk, 19”LCD, DVD, K/Mouse, Intelchipset MB, ATX P4 Cabinet

Printer:
1) HP LaserJet 1007.

Zoology

Computers:
1) Intel core i3, 3.2 GHZ, 4GB Ram, 500 HDD, 19” LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet.

Printer:
1) HP LaserJet – 1020.

Suman Tulsiani Research Centre

Computers:
1) Intel Core 2DUO 2.5 GHZ, 2GB Ram, 250 HDD, 19” LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet.
2) Intel core I 5 3.1 GHZ, 4GB Ram, 1TB HDD, 19” LCD, 1GB Graphic card, DVD, K/Mouse, Intel chipset MB. ATX P4 Cabinet.
3) Intel Pentium D 1.8 GHZ, 1GB Ram, 160 HDD, 19” LCD, DVD, Combo, K/Mouse, Intelchipset MB. ATX P4 Cabinet.
4) Intel Pentium 4 3GHZ, 1GB Ram, 160 HDD, 15” LCD, DVD Combo, K/Mouse, Intelchipset MB. ATX P4 Cabinet.
5) Intel Pentium 4 3 GHZ, 1GB Ram, 160 HDD, 15” LCD, DVD Combo, K/mouse, Intelchipset MB. ATX P4 Cabinet.
6) Intel P4 3GHZ, 1GB Ram, 160 GB HDD, 15” LCD, DVD Combo, K/Mouse, Intel chipset MB, ATX P4 Cabinet.

Printers :
1) HP LaserJet 1018.(4 Printers)

Staff Room

Computers:
1) Intel Pentium 4, 3.00 GHZ, 1GB Ram, 15” LCD, 160GB HDD, DVD Combo, K/Mouse, Intelchipset MBATX P4 Cabinet.
2) Intel Pentium 4, 3.00 GHZ, 1GB Ram, 15” LCD, 160 GB HDD, DVD Combo, K/Mouse, Intelchipset MB. ATX P4 Cabinet.

Printers :
1) EPSON LX 300.

Computer Lab 1

Computers:
1) Intel Pentium Dual 2.2 GHZ, 2GB Ram, 30GB HDD, 17” LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet. (Total 30 PC as same configuration.)
2) Server – Intel Core 2 DUO 2.2 GHZ, 2GB Ram, 500 GB HDD, 17” LCD, DVD, K/Mouse, Intelchipset MBATX P4 Cabinet

Printers :
1) HP Laserjet 1020
2) EPSON L200 Injet colour.

Scanner :
1) HP 2400 SCANJET.

Laptop: – One

Computer Lab 2

Computers:
1) Intel Dual core 2.5 GHZ, 2GB Ram, 160 HDD, 19”LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet. (Total – 20 PC as same configuration.)

Computer Lab 3

Computers:
1) Intel core i3 3.2 GHZ, 4GB Ram, 500 HDD, 19”LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet. ATX P4 Cabinet. (Total – 14 PC as same configuration)

Computer Lab 4

Computers:
1) Intel core 3 Duo – 2.93 GHZ, 2GB Ram, 250 HDD, DVD, 19”LCD, K/Mouse, Intelchipset MB. ATX P4 Cabinet. Total – 28 PC as same configuration.
2) Intel core i3 3.2 GHZ, 4GB Ram, 500 HDD, 19”LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet. ATX P4 Cabinet. Total – 2 PC as same configuration.

**B.Sc. – IT**

**Computers:-**
1) Intel core i3 – 3.2 GHZ, 4 GB Ram, 500 HDD, 19”LCD, DVD, K/Mouse. Intelchipset ATX P4 Cabinet. (Total – 31 PC as same configuration)
2) Server – Intel core i3, 3.2GHZ, 4GB Ram, 1TB HDD, 19”LCD, DVD, K/Mouse, Intelchipset, ATX P4 Cabinet.
3) Intel Dual core 2.5 GHZ, 2GB Ram, 160 HDD, 19”LCD, DVD, K/Mouse, Intelchipset MB. ATX P4 Cabinet.

**Printers**
1) HP LaserJet 1020 plus

**Scanner –**
1) HP G2410 Scanjet

**Library**

**Computers:-**
1) Intel Core i5 3.1GHZ, 4GB Ram, 500 HDD, 19”LCD, DVD, K/Mouse, Intelchipset MB, ATX P4 Cabinet. (Total – 2 PC as same configuration)
2) Intel Core i3 3.3GHZ, 4GB Ram, 500 HDD 19”LCD, DVD K/Mouse, Intelchipset MB, ATX P4 Cabinet.
3) Intel core i3, 3.3 GHZ, 4GB RAM, 500 HDD. 19”LCD, DVD, K/Mouse, Intel chipset, MB, ATX P4 Cabinet.
4) Intel Core i3 3.2 GHZ, 4GB RAM, 500 HDD, 20”LCD, DVD, K/mouse Intelchipset MB, ATX P4 cabinet.
5) Intel Core i3 GH2 4GZ, RAM, 500 HDD, 19” LCD, DVD, K/mouse Intelchipset MB, ATX P4 cabinet.
6) Intel Pentium 4.3GHZ, 512 RAM, 80 HDD, 15” LCD, DVD combo
K/mouse Intelchipset MB, ATX P4 cabinet.
7) Intel P4:2.6 GHZ, 512 RAM, 80 HDD 15” LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
8) Intel P4 2.6 GHZ, 512 RAM, 80 GB HDD, 15” LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
9) Intel P4, 2.6 GHZ, 760 MB RAM, 40 GB HDD, 15” LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
10) Intel P4 3GHZ, 512 MB RAM, 80 GB HDD, 15” LCD DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
11) Intel P4 3GHZ, 2GB RAM, 120 GB HDD, 15” LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
12) Intel P4 3GHZ, 512 MB RAM, 80 GB HDD, 15” LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
13) Intel P4, 3GHZ, 512 RAM, 80 GB HDD, 15”LCD, DVD Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
14) Intel P4 3 GHZ, 512 RAM, 80 GB HDD, 15” LCD, CD Drive, K/mouse Intelchipset MB, ATX P4 cabinet.
15) Intel P4 3GHZ, 2GB RAM, 80 GB HDD, 15” LCD, CD Drive, K/mouse Intelchipset MB, ATX P4 cabinet.

**Printers:**
1) HP Deskjet 3744
2) HP Laserjet 1007(2 printers)
3) HP Deskjet 1002 all in one
4) HP Laserjet 1020 plus
5) EPSON LX-300+
6) HP Officejet All-in-One

**Scanner**
1) HP Scanjet 2400

**SCESA**

**Computers:**
1) Intel P4 3 GHZ, 1GB RAM, 80 GB HDD, 17” LCD, DVD Combo, Combo, K/mouse Intelchipset MB, ATX P4 cabinet.
2) Intel P4, 2.4 GHZ, 512 RAM, 80 GB HDD, 17” LCD CD Drive, Combo, K/mouse Intelchipset MB, ATX P4 cabinet.

**Printer :-**
1) Samsung Laserjet

**Psychology LAB**

**Computers:**
1) Intel P4 2.6 GHZ, 512 MB Ram, 80 GB HDD DVD Combo, K/mouse Intelchipset M/B, 15” LCD

**Gymnasium**

**Computers:**
2) Intel P4 3.0 GHZ, 1GB Ram, 120 GB HDD DVD Combo, K/mouse Intelchipset M/B, 15” LCD
   - Computer-student ratio
     13:1 (Total 207 computers)
   - Stand-alone facility
     28 computers
   - LAN facility
     179 computers
   - Licensed software
     136 computers
     Microsoft Windows, Microsoft Office, Servers
   - Number of nodes / computers with Internet facility
     164 computers
   - Any other
     18 Laptops
     19 LCD Projectors
     6 Scanners
4.3.2 Detail on the computer and Internet facility made available to the faculty and students on the campus and off-campus?
Computer usage and Internet facility is available to all staff and students in the 5 computer labs, in their departmental computers, in the library, the Suman Tulsiani Research Centre, Sophia College Women’s Development Studies and Wi-Fi internet connectivity in the hostel.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?
Depending on the needs of the courses the IT facilities have been rapidly increasing.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Furniture &amp; Equipment</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Rs. 4,75,543/-</td>
<td>Rs. 4,50,360/-</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Rs. 10,11,239/-</td>
<td>Rs. 9,69,376/-</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Rs. 46,23,228/-</td>
<td>Rs. 1,07,850/-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rs. 1,15,500/-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Software)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Rs. 35,34,449/-</td>
<td>----</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Rs. 3,15,912/-</td>
<td>Rs. 11,92,700/-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Rs. 99,60,371/-</strong></td>
<td><strong>Rs. 28,35,786/-</strong></td>
</tr>
</tbody>
</table>

4.3.5 How does the institution facilitate extensive use of computer-aided teaching / learning materials by its staff and students?
The institution has developed ICT facilities such as LCDs and labtops in several class rooms for the use by the teachers. The library is well-equipped with audio-visual aids which is used by teachers and students to enhance their information dissemination. The detailed information about the use of these facilities has been elaborated in Criterion II.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching –learning resources, independent learning, ICT enabled classrooms / learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.
Teachers use several aids such as internet, videos, facilities from knowledge websites like YouTube and websites of educational institutions to enhance the learning material to be provided for the
students. These aids enable the teacher to capture the imagination of
the students and further motivate them towards participation in the
learning process. This is also used to widen the knowledge horizons of
the students and enhance their holistic development.

- The students are also encouraged to do class presentations on current
developments of the concepts of the syllabus using these facilities
under the guidance of the teacher. Students of the EXAP and EXSP are
guided by the teachers to assimilate the information obtained through
various media such as newspapers, journals, e-newspapers and online
resources for their research under the various components of the
programme. They are also required to present their reports using the
ICT facilities available in the college. Access to e-journals and e-books
are provided to staff and students from library membership to NLlist of
INFLIBNET & e-library resources of American Library. The detailed
information about the use of these facilities has been elaborated in
Criterion II.

4.3.7 Does the Institution avail of the National Knowledge Network
connectivity directly or through the affiliating university? If so,
what are the services availed of?
Access to e-resources is provided to users by the college library
through membership to INFLIBNET-N List. Many staff and research
students access this facility for their academic work. As subscription to
international academic journals is very expensive, this access to several
renowned journals is very helpful to staff and students.

4.4 Maintenance of Campus Facilities
4.4.1 How does the institution ensure optimal allocation and utilization
of the available financial resources for maintenance and upkeep of
the following facilities (substantiate your statements by providing
details of budget allocated during last four years)?
Expenditure under the various heads comes from the government funds
and therefore the budgetary allocations follow the government
regulations. Deficits are met by the trust that manages the college.
Details will be provided when the Peer team visits.

4.4.2 What are the institutional mechanisms for maintenance and
upkeep of the infrastructure, facilities and equipment of the
college?
The college has an Instrumentation Committee comprising of the Vice-
Principal (Science) and one teacher from each of the Science
departments. The committee meets regularly to discuss the
maintenance of instruments and purchase of new instruments. Any
funds received for the science instruments are brought to the notice of
the members at the meeting. The members then share this information
in the department meetings so that all staff are apprised of the
instruments that are available if required for the research. Teachers can approach other departments to use the instruments following a very simple protocol.

The maintenance work is normally handled by the staff on a responsibility sharing format. Staff—Teachers and Lab Attendants / Assistants, using the instruments, often check the instruments to find if it is in optimum working condition. If any problem arises, the teachers bring it to the notice of the head of the department and the storekeeper. The storekeeper and a teacher (appointed by the Principal to coordinate with the storekeeper, then liaise with the company to repair the instrument, or to replace the instrument. The information is also brought to the notice of the Principal/Vice-Principal (Science).

In some departments, the lab attendant and the postgraduate students regularly look after the maintenance of the instruments. All departments carry out an annual inventory of instruments, chemicals and apparatus and plan the requirement for the next academic year. Some departments have an Annual Maintenance Contract (AMC) for some sophisticated instruments that are regularly used. Some instruments such as microscopes are serviced every year.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?
Calibration and precision measures for the equipment/instruments are done regularly. Certain digital instruments are used for practicals. Such instruments are checked and calibrated before the commencement of the practical.

If the instrument is found in a defective condition, it is brought to the notice of the Head of the department, Store Keeper and Staff Coordinator for Stores. The Store Keeper and Staff Coordinator for Stores then liaise with the company’s representatives and get the instrument repaired quickly.

All instruments to be used in the examination are calibrated by the staff (teachers, lab assistants, lab attendants) in advance to ensure the smooth running of the practical examination. Information about the working condition of instruments in the Suman Tulsiani Centre is given by the member of the staff who was using the instrument for the research. All information regarding the repairs of instruments is meticulously maintained by the Store Keeper who then gives such information to the Principal at the end of each semester.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?
The laboratories of the Biochemistry and Microbiology are air conditioned as the departments handle instruments of very fine precision which require a certain temperature to work optimally. These instruments are also checked regularly by the staff and periodically by the companies under the AMC. The Life Science department appoints a staff in charge of instrumentation, and the PG students conduct monthly surveys and report on maintenance required. The electricity and water supply is fairly stable and such problems have not arisen in the last few years.
V. CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If “yes” what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the institute publishes a prospectus annually which is given to the students who wish to seek admission to the college. It gives information regarding the profile of the college, goals, learning resources and facilities of the college. The prospectus also carries a message from the Principal giving information about unique experiential learning that Sophia provides. It gives details about the various subjects the college offers at Junior College, Senior College and Post graduate levels, and additional programmes. Information is given about the admission procedure and fees for various courses.

The college publishes a handbook every year which is given to every staff member and student of the college, at the beginning of the year. It contains information regarding the history of the college, the vision, the goals, the motto and the crest of the college, the theme of the year, and the list of the faculty, administration staff, library staff and the non-teaching staff. It also gives information regarding facilities and student support services available in the college. Information regarding the courses available in the college, guidelines for admission and fees for the courses are also provided. The rules and regulations along with the code of conduct, the attendance criteria and the credit bases semester evaluative system are explained. A list of institutional scholarships and prizes, clubs and associations, to motivate students to be achievers and to participate in extra-curricular activities is also provided. There is an academic calendar provided where important events and dates are marked.

A unique feature of the handbook is that tables are provided for students to record teaching & testing methods adopted in the course of the lecture and academic activities in which the student was involved. The entries in these tables enable the students to record details which help when answering the feedback questions of the exit questionnaire given by the IQAC.

The institution is fully accountable and any change in dates / events / marking pattern is brought to the notice of the students and staff immediately. Any query is dealt with promptly by the Principal/Vice-principals and the Coordinator of student activities institution to the fullest satisfaction of the student.
5.1.2 Specify the type, number and amount of institutional scholarships/freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The college makes considerable efforts to ensure that students benefit from the various freeships and scholarships available to them. These scholarships are merit-based, and they are given to deserving students. The institutional Scholarships and prizes were annually distributed on the Prize Day. A list of the scholarships is available in the handbook. The following table gives the amount of prizes, scholarships and awards disbursed in the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Prizes, Scholarships and Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>57575</td>
</tr>
<tr>
<td>2010-11</td>
<td>75800</td>
</tr>
<tr>
<td>2011-12</td>
<td>72800</td>
</tr>
<tr>
<td>2012-13</td>
<td>76820</td>
</tr>
<tr>
<td>2013-14</td>
<td>74850</td>
</tr>
</tbody>
</table>

The freeships are awarded to committed students from less privileged backgrounds. Students avail of this scholarship by applying to the Co-ordinator of Student Activities with relevant information. The applications are reviewed by a staff committee who then interview the students. Student Aid Fund Scholarships are then distributed to the deserving students within the first month of the academic year. The following table lists the Student Aid Freeship disbursed from the corpus funds in the last four years:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of students</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>42</td>
<td>1,13,060</td>
</tr>
<tr>
<td>2011-12</td>
<td>35</td>
<td>1,14,640</td>
</tr>
<tr>
<td>2012-13</td>
<td>33</td>
<td>91,990</td>
</tr>
<tr>
<td>2013-14</td>
<td>35</td>
<td>1,18,090</td>
</tr>
</tbody>
</table>

5.1.3 What percentage of students receives financial assistance from state govt, central govt and other national agencies?

Students apply for scholarships with the Government of Maharashtra. The information regarding the scholarships and the application format is given wide publicity on the student notice boards. Students apply for these scholarships through the Administrative Office. Information regarding various other sources (State, National and Private) is also available in the college library. Students apply for some of these scholarships directly, and the amount is disbursed to them by the...
agency. The following table gives details regarding the scholarships disbursed through the college.

<table>
<thead>
<tr>
<th>Year</th>
<th>Agencies awarding Scholarship</th>
<th>No. of Students</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Govt. of Maharashtra</td>
<td>10</td>
<td>35490</td>
</tr>
<tr>
<td></td>
<td>Central Ministry of Labour</td>
<td>5</td>
<td>13880</td>
</tr>
<tr>
<td></td>
<td>Post Metric Scholarship</td>
<td>1</td>
<td>1500</td>
</tr>
<tr>
<td>2010-11</td>
<td>Govt. of Maharashtra</td>
<td>9</td>
<td>119265</td>
</tr>
<tr>
<td></td>
<td>Central Ministry of Labour</td>
<td>1</td>
<td>3000</td>
</tr>
<tr>
<td></td>
<td>Govt. of Nagaland</td>
<td>1</td>
<td>6600</td>
</tr>
<tr>
<td></td>
<td>Govt. Of Meghalaya</td>
<td>1</td>
<td>6910</td>
</tr>
<tr>
<td>2011-12</td>
<td>Govt. of Maharashtra</td>
<td>8</td>
<td>57373</td>
</tr>
<tr>
<td></td>
<td>Central Ministry of Labour</td>
<td>3</td>
<td>10280</td>
</tr>
<tr>
<td>2012-13</td>
<td>Govt. of Maharashtra</td>
<td>5</td>
<td>79267</td>
</tr>
<tr>
<td>2013-14</td>
<td>Govt. of Maharashtra</td>
<td>10</td>
<td>98887</td>
</tr>
</tbody>
</table>

5.1.4 What are the specific support services/facilities available for

- **Students from SC/ST, OBC and economically weaker sections:** Sophia is both a minority institution and a women’s college. It follows the government policy for reservation. Students from these sections are informed of the available State freeships and scholarships. Students from economically weak backgrounds apply for the **Student Aid Fund (SAF)** given by the college at the beginning of the academic year. This freeship covers tuition expenses. Students can borrow the text books and reference books from the **Student Textbook Association (STA).**

- **Students with physical disabilities/learning disabilities:** Ramps and rails are provided for students with physical disabilities. They are also allowed to use the elevators of the college. They are also given permission to use the staff entrance to the library to attend lectures in the top floor of the college building. Concessions are given to students with learning disabilities. They are allowed to opt for a paper in Ancient Indian Culture instead of the language paper. They are also allowed extra time while answering an examination paper. Other guidelines as stipulated by the university are also followed. Remedial classes and tutorials are held to help the academically weak students and slow learners.

- **Overseas students** are given special orientation by the counsellor regarding the support system available in the college. The wardens in the college also help by giving information regarding housing/hostel and travel facilities available in the city.

- **Students to participate in various competitions/National and International:** Students are encouraged to participate in various competitions and National and International seminars. The students are
also guided to make presentations in these seminars. This enhances their learning opportunities and gives them a wider exposure.

Information about inter-collegiate curricular, co-curricular and extracurricular competitions and seminars is given to the students by their teachers. The information is also available on the students’ notice board, and with the wardens and the Co-ordinator of Students Activities. The staff also guide the students in their preparation for these competitions.

Postgraduate students participate and present papers in conferences held in their respective subjects. Some of these students have been awarded prizes.

- **Medical assistance to students:** All students are covered by a medical insurance policy in compliance with the university directives. Two doctors, Dr. Leena Dalal and Dr. Burman are associated with the college. Two major hospitals, the Breach Candy Hospital and the Jaslok Hospital are situated in the vicinity of the college. Students needing medical attention are rushed to the casualty department of either hospital. First Aid facilities are available with the warden to meet any emergencies that may arise in the college.

  The College Gymnasium has excellent facilities, a Physical Instructress, qualified fitness trainers and a diet consultant who guides the staff and students on their personal diet and lifestyle. Students are encouraged to use the gymnasium to maintain their physical fitness. A health and fitness workshop was organized by the Physical Instructress for the staff. Students are also educated on their personal health through workshops, talks and camps held by various departments and the NSS.

- **Organising coaching classes for competitive exams:** Students have not expressed the need for the college to organize coaching classes for competitive exams. The counsellor guides the students with information on various competitive exams they can apply. Brochures and posters are available with the Co-ordinator and the Wardens and displayed on the Student Notice Boards regarding the various competitive examinations. The Library stocks several books and magazines on information which the students can use in order to prepare for the competitive examinations. The staff also help the students who approach them for guidance.

- **Exposure of students to other institutions of higher learning:** Our students are taken on visits to other institutions of higher education to attend events, lectures and workshops. They also participate in Inter-Collegiate competitions, both academic and cultural. The referral facility of the library allows the students access to libraries of other institutions, Mumbai University, SNDT University, Asiatic Society of Mumbai library, etc.
• The **College Magazine** is published annually. The magazine is designed and articles are collated by a team comprising of teachers and students. Most articles are contributed by the students. Other features of the magazine are the message by the Principal, reports of the activities by clubs, interviews with visiting guests and retiring teachers. A calendar of the events both academic and cultural is also a feature of the college magazine.

5.1.5 Describe the efforts made by the institute to facilitate entrepreneurial skills among the students and the impact of the efforts.

The college festival, **Kaleidoscope**, is an annual feature which is organized solely by the students with guidance of the Principal and the staff. The students plan the various events and raise the finances through sponsors for the festival. They also look into all aspects of organizing the festival. The organization of this festival gives an opportunity to develop their entrepreneurial skills.

Some clubs like **ACS, SSRI and NSS** which hold sale of items also train them for entrepreneurial skills. The college has post graduate diploma courses (Post-graduate Diploma Course in Laboratory Management (CLM), Post-graduate Diploma Course in Clinical Analysis (DCA), Post-graduate Diploma Course in Quality Assurance), Add-on Carrier Oriented Certificate Course **Bioinformatics**, Maharashtra State Certificate in Information Technology (MSCIT) and Advanced (MSACIT) several short term certificate computer courses in MS Office, Internet, D.T.P., Web Designing and Software Programming which train the students with knowledge and skills needed to be entrepreneurs. The Women’s Centre conduct certificate courses to prepare the stakeholders with the knowledge, skill and commitment to be financially independent. The centre also conducts outreach programmes such as **Women’s Leadership Training Programme, Aspiring Entrepreneur Programme For Women, Candle making Course**(in collaboration with Asha Sadan and Open Your Arms Foundation) equip them with income generating skills which will help them to achieve a degree of economic sustenance and independence.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debates and discussions, cultural activities.

Co-curricular activities are encouraged through events like **Ananya**, when workshops and presentations are held and in which students take an active participation. Students who opt for the **Excellence Programmes in Science and Arts** are involved in both research presentations and cultural activities. The College Union Council, the
Kaleidoscope team and all clubs encourage involvement in both in-house and intercollegiate cultural activities. Students attend the annual festivals of other colleges and participate in debates, quiz programmes, singing and dancing competitions and win prizes.

The sports club organizes tournaments in games like chess, carom, badminton, football, volleyball and athletics. Students also participate at both University and State level events. Adventure sports like river crossing, trekking, ladder climbing are encouraged.

5.1.7 Enumerate on the support and guidance provided to the students in preparing for competitive exams.

The Co-ordinator of Students Activities and the wardens keep brochures and posters on various competitive exams like UGC-CSIR-NET/JRF, SLET, CAT/GRE/TOFEL/GMAT, Central and State Govt. services and Banking job exams. The students are also given information on entrance exams to various post graduate programmes. The students can look for information to apply for these exams on the student notice board. Several books and magazines are available in the college library to enable students to prepare for these exams. Students approach the staff for guidance regarding these matters.

Many of our students have appeared for various competitive examinations every year. In addition a sizeable number of students take admission in programme of higher education in India and abroad.

5.1.8 What type of Counselling services are made available to the students? The following Counselling services are available:

- Personal Counselling
- Bonding sessions
- Workshops and talks to teach skills such as time management, stress management and anger management
- Parents are encouraged to meet the counsellor.
- Interactive sessions on Suicide prevention
- Sessions on emotional intelligence
- Seminar on Sex Abuse
- Student Staff Linkup Program(SSLP)
- Small group Counselling Dyad &Triad structures
- Psychological testing and vocational guidance.

A survey entitled, “Counselling Undergraduate Students: Case Study of the Sophia J.N. Heredia Centre” was undertaken and the results were presented to the college staff.

The below given table summarizes the year wise various Counselling activities provided to the students
<table>
<thead>
<tr>
<th>Year</th>
<th>Group Counselling</th>
<th>Individual Counselling</th>
<th>Workshops</th>
<th>Bonding sessions</th>
<th>Foreign educational Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>5</td>
<td>263</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2010-11</td>
<td>11</td>
<td>302</td>
<td>5</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2011-12</td>
<td>14</td>
<td>203</td>
<td>6</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>2012-13</td>
<td>12</td>
<td>101</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2013-14</td>
<td>18</td>
<td>292</td>
<td>17</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Inventory of Psychological Tests Conducted By The Counselling Centre**

- Bennets Mechanical Comprehension
- Differential Aptitude Tests (rev) (form a) and (forms): George K Bennet, Harold and Seashore, Alexander G Wesman
- David’s battery of differential abilities revised by Sanjay Vohra.
- Kuder Preference Record (form cm)
- Chatterji’s non-language preference record (form 962)
- Strong Vocational Interest Blank for women
- By Edward K Strong Jr. revised by David P Campbell University of Minnesota.
- 16 p.e – Cattel
- Youth Adjustment Analyzer (yaa) by Dr (Miss) Mehroo D. Bengalee.
- Standard Progressive Matrices by J.C Raven, J.H Court and J. Raven.
- O.W.A.T. By Dr. R.B. Naik
- Otis Self Administering Test of mental ability.
- Higher examination: Form A for high schools & colleges.
- (MMPI) Minnesota Multiphasic Personality Inventory- by7 Starker Hathaway & J. Charnley Mckinley.
- Revised Minnesota paper from board test Form A/B and Form AA.

Foreign Educational Services (FES): An orientation on ‘Education Abroad’ is given to all graduating classes (TYBA/TYBSc). Three individual sessions are then conducted with students who are interested in applying to foreign universities. A fourth Session along with the parent giving the costs for the applications/admissions/tuitions/scholarship & waiver options is done and then the actual process begins. Students are assisted in writing their statement of purpose and tentative study proposals.

**5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If Yes then detail on the services provided to help students identify job opportunities**

- The J.N. Heredia Counselling Centre has 2 counsellors who provide career guidance to students and **Psychological (Aptitude) testing and vocational guidance**. The counsellor conducts interactive sessions
with all the graduating classes and orients the student to the multidimensional task of applying to foreign university through **Foreign Educational Services (FES)**. Parents are also involved in the process.

- Placement is done by **Career Connections**, a student-led initiative for providing information on career choices and opportunities for further study, jobs and internship. The Alumnae Association has supported this initiative.

- The BMM department encourages students to apply for internships during the summer break and displays information of vacancies available on the students’ notice board. Students apply for the internships on their own.

- The three Postgraduate Diploma Courses (**Post-graduate Diploma Course in Laboratory Management (CLM)**, **Post-graduate Diploma Course in Clinical Analysis (DCA)**, **Post-graduate Diploma Course in Quality Assurance**) offers internships to the students to train in the necessary skills. On completion of the course almost all students are successful in finding employment.

- A number of organizations offer job opportunities to students. This information is available with the Co-ordinator of Students Activities and the wardens and displayed specially on the job opportunities notice board. There are approximately 30 such instances every year of job opportunities offered to our students.

5.1.10 **Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.**

Yes, the college has a Student Grievance Redressal Cell comprising of the Principal, Vice Principals of Arts and Science and the Coordinator of Student Activities. The college has a system of appointing class representatives who are part of CUC (college union committee). If any student has a problem they approach the class representatives or any members of the CUC and an attempted is made to sort the problem. There is also a full time dean, warden and counsellors on campus who are always available for redressal. Students can also approach their respective Vice Principal for their grievance.

5.1.11 **What are the institutional provisions for resolving issues pertaining to sexual harassment?**

This college promotes education among women. Being a women’s college issues pertaining to sexual harassment are negligible. Gender sensitization is integrated into every academic discipline especially in Foundation Course taught to students from the First and Second Year. Subjects from Humanities & Social Sciences also integrate issues related to sexual harassment into their curriculum.
Apart from this, talks and workshops are regularly conducted by various departments and Women’s Centre to sensitize students to this social problem. Students can also avail of the grievance mechanism present in the college.

The Department of Psychology and Sociology organized a talk on ‘Understanding Child Sexual Abuse’. An extensive programme was conducted by the Psychology Department in collaboration with the NGO an’ and NSS on Child Sexual Abuse was conducted to inculcate the student with the awareness of sex offenses so that the students were empowered to identify abuse and seek professional help. This programme was attended by over 600 students.

Workshops on ‘Domestic Violence’, (Philosophy Department) and ‘Sexual Harassment at the Workplace’ (Chemistry Department) ‘Domestic Violence and Marital Discord’ (Chemistry Department) ‘Women’s Status and Problems in Society’ (Hindi department) are examples of sensitizing students on issues of sexual harassment.

The Women’s Centre conducts courses on Women’s Empowerment in which these issues are discussed. The Centre has also organized a seminar on ‘Confronting Domestic Violence’. The seminar dealt with ‘Role of Police Cell in Protecting Women against Domestic Violence’, ‘Role of MAVAW in Protecting Women against Domestic Violence’ and ‘Role of Ordinary Citizens in Protecting Women against Domestic Violence’

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?
The college has no anti-ragging committee. Being a women’s college, no instances of ragging are reported. The Anti-Ragging Act is mentioned in our handbook. On the first day of the college, at the Orientation Programme, students are informed about consequences of ragging and the redressal available in the college.

5.1.13 What percentage of students receive financial aid from state government, central government and other national agencies?
Students from economically weak background are given information about the financial aid available to them to pursue their education. Since the institution offers freeships, most students prefer to apply for these. Information regarding financial aid from Government and National Agencies are regularly provided by the Coordinator and displayed on the Student Notice Boards. Approximately 35 students apply for scholarships from the Govt. and National Agencies and receive them. The following table gives the percentage of student who
have obtained scholarship from Government and National Agencies to pursue their higher education.

<table>
<thead>
<tr>
<th>Year</th>
<th>% students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>2.8</td>
</tr>
<tr>
<td>2011-12</td>
<td>2.3</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.2</td>
</tr>
<tr>
<td>2013-14</td>
<td>2.3</td>
</tr>
</tbody>
</table>

5.1.14 What are the specific support services, facilities available for students from SC\ST\OBC and economically weaker sections.

Very few students belonging to SC/ST/OBC seek admission to the college. The students are given information about the government scholarships they can avail of. They can also apply for the College’s Student Aid Fund. Students from economically weaker sections can borrow the text books and reference books from the Student Textbook Association (STA) for their personal use for a period of one semester.

The college has initiated the EARN WHILE YOU LEARN scheme where students from economically weaker sections are encouraged to help in the Administration Office, Accounts Office, Library and Women’s Centre during the holidays. They learn various services like book-keeping, computerized accounts software, letter-drafting etc, while working and also earn a stipend.

The Computer Lab conducts courses to enable the students to upgrade their skills in Information Technology. These courses are conducted with very nominal fees. The Women Centre conducts several certificate and outreach courses to equip them with income generating skills and to achieve a degree of economic sustenance and independence at very nominal fees. If a student is unable to pay but wishes to join these programme, she is allowed to do so at concessional rate and sometime the fees are waived off.

5.2 STUDENT PROGRESSION
5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Students from the college have been employed in prestigious companies such as Ogilvy and Mather Pvt Ltd, Magna Publishing House, Lokmat Media Pvt. Ltd, Ashoka Trust For Research in Ecology and Environment, NYU SCPS, DNA newspaper, Action Aid India, Pratham (Mumbai Education Initiative), Crimson Interactive Pvt. Ltd, Tata Motors Ltd., Newgen Knowledge Works (P) Ltd., Teach For India, Economic and Political Weekly, Zee Entertainment Enterprises Ltd., Percept Communications, Maximus Events Management,
Many of the students have also taken teaching posts in schools and colleges in India and abroad.

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>20</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Employed</td>
<td>15</td>
</tr>
<tr>
<td>Self Employed</td>
<td>2</td>
</tr>
</tbody>
</table>

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the colleges of the affiliating university within the city/district.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>93.44</td>
<td>73.75</td>
<td>93.44</td>
<td>73.75</td>
<td>93.82</td>
<td>76.05</td>
<td>-</td>
<td>69.64</td>
</tr>
<tr>
<td>BSC</td>
<td>74.50</td>
<td>56.88</td>
<td>82.06</td>
<td>61.34</td>
<td>75.26</td>
<td>50.25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BMM</td>
<td>98.90</td>
<td>NA</td>
<td>94.41</td>
<td>-</td>
<td>98.30</td>
<td>-</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>MSC</td>
<td>85.28</td>
<td>95.23</td>
<td>82.75</td>
<td>-</td>
<td>87.50</td>
<td>-</td>
<td>85.71</td>
<td>88.46</td>
</tr>
</tbody>
</table>

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?
Students are given information on various post graduate programmes in Indian and foreign universities by their teachers during lectures. Teachers discuss the career prospects of various electives in the subject to enable students to make an informed choice. Brochures regarding various post graduate entrance exams are also displayed on the notice boards. Workshops are also organized to guide students desiring to apply for post graduate studies in India and abroad as well as careers in different fields. Students approach teachers for recommendation letter to apply in national and foreign universities.

Students are encouraged to apply for internship in industries or firms relating to their subject. Notices regarding internships are regularly displayed on the BMM notice boards for students to apply individually. Post graduate diploma programmes in Quality Assurance, Clinical Analysis and Laboratory Management include internships and training in food and pharmaceutical industries and clinical
organizations. Most (90%) of the students are placed within a year of completing the programme. Teachers give references whenever students have approached them to apply for an internship. Many students have been employed through the placement cell.

5.2.4 Enumerate the special support provided to students who are at risk of failure and dropout?
Students who are academically weak are informally counselled by the teacher. Students’ performance is often discussed at the department meetings. Contact programme of the Chemistry department and the English tutorials are two formal support systems available in the college. Students can also meet the teacher, the head of the department, the counsellor or the Vice-Principals who then seek ways of helping them.

5.3 STUDENT PARTICIPATION AND ACTIVITIES
5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.
The college has developed facilities to encourage students to participate in various sports activities, namely, Table Tennis, Badminton, Chess, Shooting, Basket Ball, Football, Volley Ball, Cricket, Athletics, Carrom, Throw Ball. Cultural events such as Glimpses – insight into activities of different clubs held in July of each academic year, Sanskriti - Indian Cultural festival organized by BSP, Ripples – Music Competition held by WMC, annual play – organized by SCEDA and Sport day – organized by Sports Club every year.

The departments have their individual display boards where articles related to their subjects are displayed. Information about talks, seminars and conferences are also displayed on these boards on a regular basis. Students’ presentations and posters are also displayed on these boards to give recognition to their efforts and creativity.

Clubs organize various activities throughout the year to promote the holistic development of the students and to give them a platform to display their talent. Other cultural activities centre around the PEACE FORTNIGHT- an event to make students aware of the need for peace as a value in our world, Munsophical-Mock UN Programme organized by International Relations Club of the College, ANANYA-Social festival of the college, KALEIDOSCOPE- Student festival. Details of this have been discussed in criterion-III.

5.3.2 Furnish the details of major students achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc for the previous four years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total No. of Students participated in sports event</th>
<th>No. of students participated at State Level</th>
<th>No. of students participated at National Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>101</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>2010-11</td>
<td>61</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>60</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2012-13</td>
<td>62</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>2013-14</td>
<td>106</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The following tables list students who have participated at National Level in various sports meet:

<table>
<thead>
<tr>
<th>Year</th>
<th>Sports</th>
<th>Name of Student</th>
<th>Prizes if awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Volleyball</td>
<td>Sharaddha Kava</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Prratendnya Sakpaal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shooting</td>
<td>Mihika Palshetkar</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>Volleyball</td>
<td>Prratendnya Sakpaal</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>Volleyball</td>
<td>Prratendnya Sakpaal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football</td>
<td>Ameeta Venkatchalam</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>Shooting</td>
<td>S. Sarunkle</td>
<td>Gold Medal</td>
</tr>
<tr>
<td></td>
<td>Rifle Shooting</td>
<td>Nikita Vasant Salune</td>
<td>Gold Medal</td>
</tr>
<tr>
<td>2013-14</td>
<td>Rifle Shooting</td>
<td>Nikita Vasant Salune</td>
<td>Gold Medal (Junior Level)</td>
</tr>
<tr>
<td></td>
<td>Rifle Shooting</td>
<td>Nikita Vasant Salune</td>
<td>Silver Medal (Senior Level)</td>
</tr>
<tr>
<td></td>
<td>Rifle Shooting</td>
<td>Nikita Vasant Salune</td>
<td>Runner Up of</td>
</tr>
<tr>
<td></td>
<td>Throwball</td>
<td>Samara Murzello</td>
<td>Participated</td>
</tr>
</tbody>
</table>

The following tables list the students who participated at State Level in various sports meet:

<table>
<thead>
<tr>
<th>Year</th>
<th>Sports</th>
<th>Name of the Student/s</th>
<th>Prizes if awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Rythmnatic Gymnastics</td>
<td>Archana Wavekar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Shraddha Kava, Prratendnya Sakpaal, Srivani Sirppuram, Swati Talla, Priyanka D'souza, Cecillia Haokip, Candidde Coutinho</td>
<td>Second Prize</td>
</tr>
<tr>
<td>2010-11</td>
<td>State Fencing</td>
<td>Aishwarya Hatkar</td>
<td>First Prize</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
<td>Aishwarya Hatkar</td>
<td>Third Prize</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Aishwarya Sawant, Sejal Tiwari</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Table Tennis</td>
<td>Rudabe Navdar, Sharon</td>
<td>First Prize</td>
</tr>
</tbody>
</table>
Almost 400 students of the college participated in various sports like basketball, volleyball, football, cricket, table tennis, badminton, carom, chess, throwball, swimming and athletics. The following tables give the list of students who won prizes at the University /Inter Collegiate Level in various sports meet:

<table>
<thead>
<tr>
<th>Year</th>
<th>Sport</th>
<th>Students</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Badminton</td>
<td>Saralin Ryngkhlem, Ann Baker, Namrata Daniel, Alphonso Thomas</td>
<td>Second Prize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natasha Nitturkar, Mariah Miranda</td>
<td>Third Prize</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
<td>Nikita Golhar</td>
<td></td>
</tr>
</tbody>
</table>
are also published in the college magazine. Interviews with staff and visitors to the campus are also published in the college magazine. Reports of research done by students (Graduate or Postgraduate) also find their way in the college magazine. Students collect articles related to their subjects from various sources and create posters and wall magazines. Students enrolled in EXAP and EXSP have to submit a written copy of their presentations in the various components of the program. The written copy is kept in the library and used for reference. Post Graduate Students of science have also presented papers and published them in reviewed journals. In addition to this the students have catalogued the bio-diversity of the campus and presented them as follows: 2010-11: Greeting cards, 2011-12: Desk planner, 2012-13 Coasters, 2013-14: Desk calendar

5.3.5 Does the college have a student council or a similar body? Give details on its selection constitution activities and funding.
Yes. The college has a student College Union Council(CUC) consisting of the Student Body President (SBP), General Secretary, Treasurer and two Cultural Secretary along with the Class Representatives. Students who wish to take up any of these post are first interviewed by the Coordinator of Student Activities who ensures that she meets the criteria as laid by the Student Constitution. The candidates are allowed to canvass for support. The student who receives the highest votes in that category is elected to that post. There are twelve clubs --sports association, BSP, SCEDA, ELS, ERC, SIGMA, Nature club, WMC, Art and design club, ASC, SSRI, NSS. The secretaries of the clubs are also elected in the similar way. The class representatives are voted by the class. The CUC has co-opts members and staff in charge of the clubs are voted by the CUC. Prism members are interviewed by the SBP and cultural secretary.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.
IQAC has two student representatives.

5.3.7 How does the institution network and collaborate with the alumnae and former faculty of the institution
Alumnae Involvement on College
1) Anuradha Mahindra – upkeep of heritage building
2) Suman R. Tulsiani i) common instructional lab
   ii) convention centre
   iii) towards construction of 2nd floor for BSc.-IT
3) Padmini Somani –  i) towards construction of 3rd floor for BSc.-IT
   ii) renovation of staff room
4) Piloo Tata – M.K. Tata Communication Technology Centre and Information Centre
5) Staff Canteen – Griselda Dias  
6) Kavita Malani – Laboratory of Science building  
7) Ambereen Pradhan – Energia Wellbeing  
Life skill compulsory sessions for 11th & 12th standard, and over 900 students registered for paid sessions of life skill classes from std. 11th to 15th (initiated from year 2012). Contribution to renovation of laboratories.

Career Connections is the placement cell of Sophia College. It is an initiative which aims at getting opportunities for internship, placement, higher education and entrepreneurship development for students of all the streams from the college. Their goal is to cater to the needs of students according to their requirements and get as much internship and jobs possible for our students.

In keeping with its commitment to support and supplement programmes in the college and help in the college’s mission to build women of substance, SCESA has supported Career Connections, the student-led initiative for providing information on career choices and opportunities for further studies and internships.

**Life Skills Programme**

SCESA has also collaborated with Energia Wellbeing, run by Ambereen Pradhan an ex-student of Sophia, to provide students with an engaging and effective Life Skills Programme. Over 48 free sessions on various topics were held for students across academic disciplines, and 9 workshops were conducted with participation of more than 300 students at a nominal fee were conducted for students interested in further exploration.

**Mind Mapping Seminar**

SCESA organized an interesting seminar on Mind Mapping by Mr. Dharmendra Rai, who is Mumbai’s First Mind Mapping Trainer, in the Sophia Bhavha Hall on 19th July 2013. The session was house full as more than 850 students participated for the college.
VI. CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership
6.1.1 State the vision and mission of the institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution’s traditions and value orientations, vision for the future, etc.?

The **Vision** of the Institution is the upliftment of women through education, which is perceived to be the means of both individual and societal transformation. The main goal of Sophia is the relentless search for Wisdom, through an education that is holistic and transformative. Sophia College has a long standing commitment to the education of women particularly those who do not have easy access to higher education. The vision is reflected in the institution’s goals-

The vision and mission of the college are implemented through the curricular, co-curricular and extracurricular activities of the college.

Its **Mission** is to provide a holistic education for all-round development. Distinctive characteristics in terms of addressing the needs of the society –

- To strive for the harmonious growth of each student entrusted to Sophia.
- Bringing out leadership, instilling confidence and a positive attitude, independent thought process and honing professional skills
- Sensitivity to societal and environmental needs.

Serving the students by providing:

- State of the art infrastructure and learning facilities
- Dedicated teaching faculty to provide cognitive support
- Well trained and experienced counselling team to provide psychological support as and when needed
- Financial assistance to less privileged students

The institution’s traditions and value orientations-

- To empower its students, so that they can be professionally competent
- Develop effective interpersonal skills and excel in team work
- Inculcate good decision making skills
- Equip students with skills to handle challenging situations
- Incorporate a sense of commitment towards larger society through the various outreach activities. “Kaleidoscope” and “Ananya” fosters this.
- To impart the values of integrity and accountability.

Vision for the future-

- To turn out global citizens infused with modern skills and Indian traditional wisdom as embodied in the Sophia logo, “Urdhva Mula”.
6.1.2 What is the role of top management, Principal and faculty in design and implementation of its quality policy and plans? The top management – Governing body of Society for the higher Education of Women in India, Religious Sisters of the Sacred Heart of Jesus

- Provides facilities (beautiful and pleasant campus in the heart of the city, technology enabled class rooms, learning spaces), infrastructure (laboratories, computer and AV facilities) for students and staff
- Ensures safety of its women students while on campus by employing well trained and vigilant security staff
- Has instituted devoted IQAC cell and a coordinator has been appointed to analyse IQAC reports from the departments and suggest corrective measures
- Supports the activities of its ex-students’ association, SCESA. The ex-students’ association helps in support and supplementing programmes in the college, and help in the college’s mission to build women of substance. SCESA has supported CAREER CONNECTIONS, the student led initiative for providing information on career connections and opportunities to further studies and internships.

The Principal- Having taught in the College for a number of years and been the Head of the Department of English, the Coordinator of the Sophia Centre for Women’s Studies and Development, the Dean of the Hostel, and participated in a number of national and international consultations on education, she is equipped to plan and implement the quality policy and plans of the college

- Provides an environment that promotes student and staff holistic development
- Takes initiatives to empower faculty and students by promoting participatory management and organizational change
- Promotes upgradation of faculty skills and career progression (the teaching staff are encouraged to apply for major and minor grants. The college has instituted four research awards in order to motivate faculty to undertake research. Staff members have presented papers, given public lectures, acted as subject experts, published papers and articles. Under the faculty improvement programme (FIP) staff is encouraged to pursue PhD degree).
- Promotes the participation of students in intra and inter collegiate extracurricular activities. An opportunity is provided to undergraduate students to undertake research activities beyond the syllabus by the EXSP and EXAP program of the college.
- Promotes participatory management by staff and students through the various Clubs and committees that provide opportunity for participation and all round development.
- Represents the college and management in dealings with University and Governance.
**Vice Principals** - senior teachers with administrative experience, appointed on a rotational basis

- Important link of communication between the Principal, Staff and students
- In charge of administration of their respective individual streams
- Plan examinations, assessment and declaration of results
- Responsible for overall student discipline

**The Faculty**

- Actively participate in the initiatives undertaken by the principal, create departmental and academic activities reflecting the college goals and the annual theme (theme for the academic year 2014-15 is “education: a celebration of diversity”)
- Impart subject knowledge, professional, creative and communication skills, support remedial and outreach activities and provide emotional support whenever required to the students
- Instrumental in implementing the quality statement and policy as the teaching-learning and evaluating methods are linked to our goals. The faculty combine conventional (chalk board), innovative and modern methods of teaching (ICT, student-presentations, student research, peer teaching, guest lectures, films, classroom discussions & debates, related field trips & extension activities, internships) and evaluation of student learning (e.g. Quizzes, games, crosswords, viva voce and open book tests, reading of model answers). Together, the management, Principal and the faculty strive to:
  - Train future citizens and work force of the nation
  - Facilitate the harmonious growth of each student at Sophia
  - Equip the students with global competencies, inculcating a sense of values,
  - Promote use of technology as far as possible.

**6.1.3 What is the involvement of the leadership in ensuring?**

- **The policy statements and action plans for fulfilment of the stated mission** - The leadership takes initiatives along with the staff to create academic and extracurricular activities that reflect the goals. An annual theme is created in keeping with sweeping environmental and global changes. The annual reports of the department and the college calendar reflects the fulfilment of the stated mission
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan** - The leadership takes initiative in drawing academic and extracurricular activity plans at the General Staff Meeting, Heads of the departments meetings and LMC. The students are also involved in the process. Their opinions are sought via the entry and exit questionnaires for each class. After analysis of the feedback corrective measures are adopted.
• **Interaction with stake holders**
  The students, their parents, the staff, the teaching community and the society at large are the stake holders.
  The Principal actively interacts at all levels with the:
  ➢ Students and their parents – at the Orientation program at the beginning of each academic year, college day (students only), prize distribution (annual and EXSP/EXAP). The principal meets parents and students on all days during the office hours
  ➢ Staff - at all staff meetings and on all days during the office hours
  ➢ Teaching community. The principal interacts with the teaching community at large during university meetings
  ➢ Society - through invited lectures at national and international forums

• **Proper support for policy and planning through the need analysis, research inputs and consultations with the stake holders**
  ➢ An IQAC cell with a devoted coordinator
  ➢ Entry and exit questionnaires for students
  ➢ Annual reports (departmental, clubs and committees and EXSP and EXAP)

• **Reinforcing the culture of excellence**
  The leadership motivates and provides opportunity to staff and students to realize their potential through participatory and leadership initiatives-
  ➢ The staff is motivated to participate in subject and education related national and international seminars, conferences and workshop
  ➢ The culture of research is promoted at all levels

**Undergraduate research** is encouraged through the Excellence Programmes in both Arts and Science. Some undergraduate students have presented papers/posters at conferences. E.g. Presentation of 2 papers at the National Seminar on “Indian-ness in Post-Independence Indian English Writings” held by the Bharatiya Vidyabhaban’s Sheth R.A. College of Arts and Commerce, Ahmedabad. The papers were published in the seminar proceedings. A TYBA student received the 2nd prize for research done on a Hindu Sculpture in the “Historian’s Workshop for Students” conducted by the Heras Institute of Indian History and Culture. Student group presentations were an important component in the International interdisciplinary seminar on “Mumbai Fort; Fountainhead of Development” organised at Sophia College.

**Postgraduate research** is an integral part of the M.Sc. programmes. However, M.Sc. students are encouraged to take part in seminars and conferences, outside the college and to present posters of their research work.
Staff Research  The teaching staff are encouraged to apply for major and minor grants. The college has instituted four research awards in order to motivate faculty to undertake research. Staff members have presented papers, given public lectures, acted as subject experts, published papers and articles. Under the Faculty Improvement Programme (FIP), staff are encouraged to pursue PhD research. Two staff members were awarded Fulbright Fellowships (Dr. Yasmin Khan and Dr. Sr. Ananda Amritmahal) which enabled them to pursue their research and teaching interests in the US, for a semester each. The Women’s Centre, under the guidance of Sr. Ananda Amritmahal, undertook a project of Human Rights Education (UGC) which incorporated research projects, workshops and seminars and outreach efforts. Interdisciplinary in nature, it involved the collaboration of several departments.

- Champion organizational change
  Opinions of staff and students are sought at meetings with staff meeting and student body respectively
  Various Committees and Vice Principals are responsible for day to day administration.
  Faculty has freedom to select the teaching methodology
  Efforts are made to decentralise the decision-making process so as to ensure a more collegial modus operandi.

6.1.4 What are the procedures adopted by institution to monitor and evaluate policies and plans of the institution for the effective implementation and improvement from time to time?

- The Heads of the departments, the Coordinators of committees and clubs, EXAP, EXSP, NSS and the student body president submit annual reports to the Principal.
- Annual IQAC reports are submitted to departments by the IQAC coordinator
- The Heads of Departments submit confidential reports
- Individual staff members submit six monthly reports of their academic activities and PBAS at the end of each academic year.
- The student feedback in the form of TAQs and the entry and exit questionnaires are analysed and corrective steps taken
- Parent feedback, comments and suggestions posted on the college website are also analysed
- Finally, the suggestions and recommendations of the peer teams of the previous NAAC visits have been considered for corrective steps

6.1.5 Give details of the academic leadership provided to the faculty by the top management?
The management has provided freedom to the Principal with regard to implementation of the curriculum. Along with the team of Vice
Principals of the Arts and Science sections, the administrative and student welfare matters are conducted smoothly. Individual staff members in-charge of committees have freedom to deal with administrative matters. Staff members plan their teaching using the teaching aids they desire to.

**6.1.6 How does the college groom leadership at various levels?**

- **Vice Principals**
  In-charge of academic issues, student discipline and interaction with parents regarding matters of overall welfare of students. They frequently represent the college at various University meetings
  Ensure the smooth conduct of college matters

- **Departmental level**
  The heads of various departments can make independent decisions regarding activities in their respective departments

- **Individual Staff**
  Staff members are in-charge of various committees and club, Coordinators of EXAP / EXSP and NSS. The coordinators are given a freehand in planning and executing duties related to their respective committees / clubs / programmes. At the end of each academic year, a report is submitted to the Principal. The staff also take initiatives in managing academic matters, admissions, etc.

- **Students**
  The students are represented by a student body president, CUC team and Class Representatives. The grooming of leadership at this level is evident from the activities of the CUC in organizing the college festival “Kaleidoscope” and its popularity at the intercollegiate level.

**6.1.7 How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?**

- The Vice Principals and Heads of the department are given freedom in planning and executing administrative matters related to their streams and departments respectively.
- Various committees are incharge of administrative matters
- The students are represented by Class Representative. The CRs are members of the student body, which is head by the Student Body President (SBP). The SBP and her team are responsible for student matters, representation at intercollegiate sports and cultural events as well as planning for the college festival “Kaleidoscope”

**6.1.8 Does the college promote a culture of participative management?**
If “yes”, indicate the levels of participative management.
YES.
The staff formulate the annual theme each year. All academic and curricular activities focus on the annual theme and the goals of the college adopted by the departments.

The departments are free to implement the college policy statement via the college goals.

Student and staff committees take responsibility for the various activities of the College.

At the Department level, Heads of the Departments hold meetings periodically and bring points for discussion to the Heads meeting with the Principal which is held every month.

Student feedback and opinion is sought via the entry and exit questionnaires, analysed and if appropriate implemented.

6.2 Strategy Development and Deployment

6.2.1 Does the institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

There is a system in the institution that ensures that quality is given pre-eminence in academic, co-curricular and extracurricular activities. Choosing the theme of the year is one of the foremost ways to guarantee this. The staff not only choose the theme but also organize all activities around it. The system of submitting plans, six monthly and annual reports help the Heads of the Department, Vice Principals and Principal to review, the progress made by all teachers. Teachers also review the students perception of methods of teaching from the feedback administered by the IQAC cell and endeavour to meet their expectations.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Sophia College is committed to academic excellence. It values student welfare above everything else. The college has undergone constant infrastructural upgradations to make the learning experience an enriching one for its students. The introduction of new courses for example BSc (IT), the Certificate Course in Bio-informatics and the MSc (Analytical Chemistry) had in mind job availability. The Principal, along with the management, has been making sustained attempts to open avenues for funding by encouraging the staff to apply, not only for research grants, but also grants to hold workshops and seminars in the college. Collaboration with other academic bodies like TIFR, BARC and Associations related to their specific subjects.

6.2.3 Describe the internal organizational structure and decision making processes.

The management is the apex governing body of the institution. There are many forums where important academic and administrative decisions are taken. Foremost is the Local Managing Committee
The composition of which includes the Chairperson of the trust, the Principal of the college, four chairperson’s nominees, one invited Principal from another Mumbai college, three elected teachers, one elected non teaching staff member.

The Principal heads the organizational structure and the academic, administrative and extension activities. Vice-Principals of Arts and Science and the coordinators of the BMM and BSc (IT) are in charge of academic matters, and they consult the Principal if necessary and report to her.

The librarian, registrar/superintendent and the coordinator of Student Activities and wardens are responsible for the administrative organization.

Extension activities are dealt with by the staff in charge of NSS, the counsellor and the coordinator of SCSWD.

Decisions are also arrived at during general staff meetings, meetings of the heads of the departments, various committees and at the meetings of the IQAC. The IQAC prepares the annual report and makes recommendations for quality improvements in the college.

6. 2. 4 Give a broad description of the quality improvement strategies of the Institution.

The following strategies are used to improve the quality of the institution:

**Teaching and Learning:** The staff members are encouraged to maintain plan books which are signed both by the Head of Department and the Vice-Principals. This ensures a methodical teaching plan.

Teacher quality is assessed by the TAQs which are compulsory for temporary and ad hoc teachers. However permanent staff members too administer the TAQ to get student feedback. Supervised lectures are held for temporary and ad-hoc lecturers, and for those on probation. Staff are encouraged to attend Orientation and Refresher courses, subject related seminars and workshops. This invariably leads to improved teaching skills.

**Research and Development:** Clerical, administrative and infrastructural support in the form of the availability of internet, computers, printers, use of well-equipped and well-maintained laboratories, access to a well-stocked library, electricity, water, space and manpower is provided to staff members who carry out research. Members of the staff are constantly encouraged to apply for research grants. Staff members have presented papers, given public lectures, acted as subject experts, published papers and articles. Under the Faculty Improvement Programme (FIP), staff is encouraged to pursue
PhD research. The encouragement given to staff to attend seminars and conferences, in their fields help in their academic development.

In addition, staff development programmes are organized for the faculty. The college encourages faculty to apply for the University and college book grant scheme. Faculty is encouraged to apply for grants to conduct seminars and workshops and this helps in their professional development. Student involvement in these programmes exposes them to both the process of holding such events and to an enhanced knowledge of the subject.

Faculty members are encouraged to belong to professional associations and are given duty leave to attend seminars, conferences etc. and also meetings of the professional organizations. Staff achievements in research are publicly acknowledged and appreciated during the Prize Day, and in general staff meetings. Staff is encouraged to share their research experiences during general staff meetings. EXAP and EXSP – our flagship programmes – provide excellent opportunities for learning to students.

**Community Engagement:** Sophia College has a rich legacy of community engagement initiatives. We have a very active NSS unit that collaborates with several NGOs and groups to organize programmes. For example, the Municipal School Project is one of the most successful programmes where children from nearby municipal schools are taught by our student volunteers, the party for children suffering from cancer in collaboration with CANKIDS and AIDS awareness through the activities of the Red Ribbon Club, are some of the outstanding extension activities. The NSS also collaborates with various departments for community engagement. Departments like Sociology, Psychology and Chemistry also have their own ongoing extension activities for example visits to old age homes, orphanages, remand and rescue homes. Another important community engagement programme is the beach cleaning drive at Chowpatty after the Ganpati immersion organized by the Philosophy department.

Students are involved in community projects by the activities of SSRI. The Alumnae Association, through its rural programmes also sensitizes students to rural problems like scarcity of water and lack of sanitation facilities.

SCESA collaborates with NGOs every year and organizes the ‘SCESA Bazaar Shop for a Cause’. Students buy products produced by these agencies.

**Human resource management:** The Principal handles situations in a democratic manner. Her handling of the boycott of assessment by the
Teachers’ Union is a case in point. Discussions about the boycott with the teaching faculty were conducted in an open and transparent way.

**Industry interaction**: The Chemistry, Microbiology, Biochemistry departments interact with a number of industries. The postgraduate programme in Quality Assurance organizes field visits to both food and pharmaceutical industries and internships are part of their programme. The BMM students interact with many prominent media personalities who visit the college. This gives them an exposure to both the journalism and advertising worlds.

6.2.5 **How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?**

The Principal takes every opportunity to share institutional development plans with stakeholders of the institution. Students and their parents get to know of institutional plans at the Orientation Programmes held at the beginning of each year, and at the Annual Prize Day and the College Day. Members of the College Union Committee (CUC) also interact with the Principal and give their inputs which are taken into consideration. She is available to meet staff and students whenever needed.

Annual reports about the functioning of the college are given to the management at the statutory governing body meeting. The LMC meetings also keep the members informed of the plans of the institution and gives them a chance to review the ongoing activities. The diary of events in the College also helps to maintain a record.

6.2.6 **How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?**

The Vice-Principal of arts and science and the coordinators of the BMM and B.Sc.IT are responsible for academic matters. They coordinate the various academic committees like the admission committee, time table committee, attendance committee, examination committee, and the prize committee. This ensures an effective and efficient system. The IQAC cell provides feedback on teaching-learning and thus makes it possible for the staff to improve methods. Staff members on the committees handle a considerable amount of administrative work. A certain degree of autonomy is given to each committee. Administrative and academic issues are discussed during the general staff meetings and the LMC meetings. Staff members also guide students during Kaleidoscope, the inter-collegiate youth festival organized by Sophia College.
6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

- The development plans of the College, which included fund-raising to enhance management salaries, renovation of the laboratories upgrading of computers, building up the counselling facilities and developing linkages with foreign Universities, and exploring the possibilities of installing solar energy panels with the help of corporate CSRs, were accepted by a resolution of the Governing Body. Implementation of the first four plans is in process; the last is yet to be implemented.
- Appointments and terminations of service of staff (including both Govt and management posts, teaching and non-teaching posts) were ratified. Further appointments and terminations of service in the current academic year were authorised at the discretion of the Principal of the College.
- The budgets of the various institutions under the Managing Trust were approved and adopted. Expenditure was duly carried out according to the budget.
- Mrs. Rashna Poncha and Mrs Sunita Jadhav, who had been selected for the FIP programme for the completion of their PhDs were granted leave for this purpose by a resolution of the Governing Body. They proceeded on leave, accordingly, on 6th June 2014.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

We were wary of autonomy given the challenges and constraints implicit in the process. Since the process has undergone revision recently, the management and staff, has initiated discussions on the possibility of applying for autonomy.

6.2.9 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

We have a grievance cell in the college. Grievances are also addressed during the general staff meetings and on Open Day. Parent-teacher interaction also takes place on the Annual Prize Day and on the EXAP-EXSP prize distribution day. The Vice-Principal goes beyond the call of her duty to meet parents after the defaulters’ list comes out and address their academic performance. The teachers, the counsellors, the warden and the dean of students also guide students and help them in times of need.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?
There have been no court cases filed by or against the institution in the last four years.

6.2.11 **Does the institution have a mechanism for analyzing student feedback on Institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?**

Teaching Assessment Questionnaires are administered for temporary and ad-hoc teachers, as well as those on probation, every year. The feedback obtained is utilized for improving teaching-learning processes. For example, the analysis of the Teacher Assessment Questionnaire is shared with the concerned faculty, including the students’ comments. The feedback of supervised lectures is given to the concerned teachers with written suggestions for improvement.

The IQAC administers the entry and exit level questionnaires to the FYBA and TYBA students. The quantitative and qualitative analysis of the data of the Entry and Exit Level Questionnaires are shared with the concerned department.

The CUC and the staff members also interact on issues related to academics and extra-mural activities. The dean of students also forms a vital link between the students and the administration.

6.3 **Faculty Empowerment Strategies**

6.3.1 **What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?**

Faculty members are encouraged to attend orientation and refresher courses which are organized either by the Academic Staff College of the University of Mumbai, or by other institutes. They are also encouraged to attend conferences, seminars, and workshops in their fields. In addition at least twice a year staff development programmes are organized for the faculty. **Details of the various staff seminars have been provided in 2.4.3.**

Staff members are also encouraged to avail of Faculty Improvement Programme and continue research by applying for major and minor grants.

The institution organizes various workshops and development programmes for non-teaching staff. Some of the programmes organized for non-teaching staff are as follows:

- A fire-fighting drill was conducted for the non-teaching staff, especially laboratory staff, on December 5, 2009.
- A workshop on handling laboratory equipment was organized for the laboratory assistant and attendants on March 7-8, 2011.
- Non-teaching staff were also encouraged to enrol for the MSCIT course conducted in the College. A large number of non-teaching staff registered for the course, and they completed it successfully.
• An MIS training programme was held on November 1, 2012 for clerical staff.
• Every year SCESA organizes a get-together for the non-teaching staff of the College.

6.3.2 What are the strategies adopted by institution for faculty empowerment through training retraining and motivating the employees for the roles and responsibilities?
At the beginning of every year, an orientation programme is held to familiarize the new staff with the functioning of the college. The library also conducts an orientation programme for them to acquaint them with the facilities available. Teachers are also sent to attend the orientation programme. At the end of each semester, staff seminars are organized by the college, strategic planning being the most important one. Teachers are sent for refresher courses and soft skills training programmes. Faculty is encouraged to apply for grants to organize seminars and workshops. They are also encouraged to belong to professional associations and are given duty leave to attend meetings. They are also encouraged to attend and present papers at seminars, workshops and conferences. Many go to various institutions as guest lecturers and give talks. Teachers are motivated to improve their qualifications through the Faculty Improvement Programme. In order to strengthen the teaching-learning process, as well as for the enhancement of teacher quality, the faculty members are encouraged to keep abreast with the latest developments in their field by the college and the University book grant schemes every year.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal?
TAQ filled by students, six-monthly reports submitted by staff, departmental reports, self assessment forms and appraisal reports are the means of evaluating staff activities and their performance. The minutes of the meetings of various committees also help in a better appraisal of the teachers.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicates to the appropriate stakeholders?
The Principal, the Vice-Principals and the Heads of the Department review the performance of the teachers through the appraisal reports and communicate them personally. Teachers when shown their appraisal report are free to discuss any issue that arises.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?
The following welfare schemes are available to both teaching and non-teaching staff:

- Free tea is served to all (teaching and non-teaching staff) every morning.
- Staff quarters, for both teaching and non-teaching staff are available.
- The bank extension counter on campus is of great service for staff and students.
- Staff have their meals in a fully equipped staff dining room with refrigerator, microwave and washing facilities.
- Class III and IV staff members can apply for an advance upto their basic pay from the management when the salary cheque from the government is delayed.
- Interest free loans have been given to some class IV employees who needed them especially for heavy medical expenses.
- The management gives information to those in need to apply to charitable funds for financial assistance.
- Teaching and non-teaching employees employed by the management are also given the benefit of contributory provident fund.
- Leave and vacation benefit are the same for permanent staff and those on ad hoc or contract appointment.

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The infrastructure and the teaching-learning resources provided by the management ensure the satisfaction of the staff. Hence, there is a very low turnover of human resources.

As the management encourages individual staff members in their academic pursuits such as facilitating their PhD theses, publications, applying for research grants, the staff is enticed to remain with the institution. There is a healthy ambience in the institution with its beautiful campus, gardens, and state of art infrastructural facilities.

This definitely helps in retaining the faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The budget is presented and discussed at the beginning of each academic year to the Local Managing Committee (LMC) for approval and implementation. The audited statement of accounts at the end of the financial year is also presented to the LMC for their perusal.

The science programme has an Instrumentation Committee headed by the Vice Principal. This committee is represented by one staff from each science department. The committee plans the mode of expenditure and allocates funds on the receipt of grants. At the end of
the year, the expenditure of each department is presented to the Principal by the staff-in-charge of the stores.

In the Heads of the Department meeting, the Librarian informs the staff about the amount allocated to each department for buying books. She also presents previous expenditure at this meeting.

6.4.2 **What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.**

The mechanisms are as follows:

- An annual internal audit is done by the account office and is checked by the LMC and the governing body of the trust.
- An annual external audit is done by a firm of chartered accountants approved in the annual general meeting of the trust.
- The audited accounts are also submitted to the government and to the office of the Accountant General.

6.4.3 **What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with institutions, if any.**

The major sources of institutional funding are: the College Improvement Fund, Symbal Fund, the Student Aid Fund, funds collected from Kaleidoscope and donors. The management ensures the continuation of support to staff and students. The management magnanimously meets the annual budget deficit.

The audited income and expenditure statements of academic and administrative activities of each of the previous four years is available and can be examined during the Peer Team Visit. It has been prepared by Chhotalal H. Shah & Co. [Regd.] Chartered Accountants. The statements are too large and do not fit in the format of the RAR.

6.4.4 **Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).**

- There is a Sophia Improvement Fund through which expenses that do not figure in the aid-in grant of the college are met. This includes the payment for extra staff and college improvements activities.
- The Sophia Centre for the Women’s Studies and Development has its own resources and maintains separate accounts.
- The budget for unaided post graduate diploma programmes is drawn by the departments concerned, and expenses are met from the fees generated.
- The J N Heredia Counselling Centre meets its expenses from the corpus established by the donor.
6.5 Internal Quality Assurance System (IQAC)
6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The institution established an Internal Quality Assurance Cell in November 2003. A special room, conveniently located, has been permanently allotted to the cell. This makes it convenient for both staff and students to meet the coordinator.

An ex-student is the member, coordinator of the IQAC. This arrangement is unique as the coordinator can devote her entire attention to running the cell and recording the various ways the institution is pursuing its mission.

The cell has become a hub, wherein interaction and brainstorming take place. Many ideas that enhance the quality of the institution thus emanate from this for example, any change or addition to the information in the handbook is brought to the attention of the coordinator. To cite one example, the staff felt that information about the credit-based semester and grade system (CBSGS) should be included in the handbook. This was done with the help of the Vice-Principals and members of the examination committee.

The quality assurance process is further institutionalized by familiarizing the College Union Committee (CUC) with the activities and goals of the institution. A meeting is held in the beginning of the academic year and the student body president (SBP) and cultural secretary liaise with the coordinator. Class representatives help in administering the feedback by motivating their classmates to fill the questionnaire.

The IQAC maintains records of club memberships plans, reports, trips taken and participation at intercollegiate / state events.

b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?

Suggestions are made by members at the IQAC meetings, and these are discussed and approved. The coordinator then implements them.

The following decisions were approved and implemented in the past five years:

i) The changes in the formatting and the content of annual feedback questionnaire were approved by the management and implemented. For example,

- 2009 – Revised FY/Entry-Point Questionnaire
- 2009 – Revised FY/SY Entry-Point Questionnaire
• 2010 – Revised TY Exit-Point Questionnaire
• 2011-12 – Revised FY/SY Exit-Point Questionnaire made subject specific.
• 2012-13 – Introduction of on-line entries. The software was created in-house for both entry and exit IQAC questionnaires. Students had to fill the questionnaire on-line, in the computer lab. Using IT has made the whole exercise paperless and time saving. Now a subject wise quantitative analysis can be given to the teaching staff within a week.
• Qualitative Analysis of the feedback upto 2012-13 was done by the coordinator.
• As subject-wise quantitative analysis is available within a week, the Heads of the Departments can make their own qualitative analysis of the feedback and take required measures.
• The feedback also covers the evaluation of the library, the offices, computer lab, extracurricular activities as well as Counselling.
• A comparative analysis of the TYBA/T.Y.B.Sc. responses was also made. The questionnaire was administered online in the computer lab from 2011. It helped to save paper and maintain a record of responders. A brief explanation of the questionnaire preceded each session
• The IQAC made suggestions for incorporating a special page for students to record academic activities and teaching and learning methods in the handbook.

ii)  MIS
Student Progression from FY to TY was recorded initially in an Excel programme. As the need to install MIS was felt, the management approved of a suggestion to develop an in-house programme that could replace the old method. Thus an in-house programme was developed and installed in 2012. The programme included a student profile of academic performance, and it worked successfully up to the FY level. However, the need for professional software, motivated the IQAC to interview a number of companies offering the software. A report and a recommendation was prepared and presented to the management.

iii) Website
Website upgrading is undertaken by the IQAC with the help of the Heads of all the Departments. In 2013 it was decided to redesign the website, and this was approved by the management. The new website was implemented in December 2013.

iv) Prospectus
IQAC has always helped in bringing out the prospectus. In 2012 the prospectus underwent a total revamp. All the suggestions were approved by the management and implemented by the IQAC and a staff member.

v) Workshop for the administrative staff
It was decided that in order to familiarize the administrative staff with MIS, a workshop should be held. This was approved and implemented in November.

vi) SWOC
It was decided that all departments should carry out a SWOC analysis at their level. This was implemented.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them
Yes. Both the external members are ex-students, eminent academicians and former principals, whose expert advice is invaluable. One member officiates as the coordinator of the IQAC, and guides the institution in management of information systems. The other member gives guidance on infrastructure management.

d. How do students and alumnae contribute to the effective functioning of the IQAC?
Till the installation of the on-line student feedback, in 2012, students from the Statistics Department helped in data entry from the hand filled forms. They also helped in making a Quantitative Analysis. This helped them in the use of the excel programme which was part of their course. Students under the Earn While You Learn programme helped in data entry for both the student progression sheet and the in house MIS programme. An ex-student who manages the Alumnae office is helping the office to upgrade and digitalize the RONOE cards (Personal academic records of ex-students maintained on cards by the office). Class representatives help the IQAC in administering the annual feedback questionnaire. The major contribution of the Alumnae Association has been in helping the IQAC to establish a link with ex-students. They created a new e-mail ID to get a feedback from ex-students, and liaised with all Heads of Departments to get e-mail IDs of past students. They mailed a questionnaire to them and got a response about their progression to higher education, competitive exams, employments etc. They also used other social networking sites to get information. This has been a great help to the institution as keeping a track of ex-students has been quite disheartening.

e. How does the IQAC communicate and engage staff from different constituents of the institution?
The quantitative analysis of the entry and exit feedback conducted by the IQAC is given to every department. Teachers are kept informed of the dates to conduct these feedbacks through notices. The minutes of IQAC meetings are sent to all Heads of Departments. Teachers also interact with the coordinator when needed.

The website is checked and upgraded by the IQAC. Notices and meetings convey to the staff the deadlines that have to be met. Many
interactive sessions are also organized to improve the quality of the website by holding individual department meetings.

The programme officers of the Sophia Centre for Women’s Studies and Development (SCWSD) routinely meet the coordinator to post messages on the website, and to report on activities being held. The IQAC cell maintains records of club membership, plans, reports and trips taken. The Coordinator of Students Activities, the Student Body President and the Cultural Secretary interact with the coordinator to help in documentation, and they discuss various student based strategies. There is a constant interaction between the Librarian and the IQAC. Visitors to the library are referred to the cell for any information and advice regarding accreditation. This has resulted in the coordinator visiting some institutions and sharing Best Practices with them (St. Theresa’s College of Education, Rizvi College and Burhani College). The IQAC uses the services of the administrative staff to do routine office work and to retrieve any information that they have documented. Streamlining office systems, training in IT are also part of the IQAC’s role.

The coordinator liaises with the Alumnae Association and was a co-opted member of the managing committee till 2013. Interaction between the college and the association is thus facilitated. For example, career options, the role they play in Ananya and organizing SCESA bazaar.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation

Sophia College has an inbuilt system to ensure academic and administrative excellence. Excellence in academics is ensured by a systematic mechanism in which plan books, reports and appraisal in place. The IQAC through its feedback helps to get the student perception of the various teaching and learning methods initiatives and evaluation techniques used by various departments. This subject-wise feedback helps teachers to review methods and to make an effort to increase the students’ understanding and awareness of the goals of higher education. The College aims at the holistic development of students, thus a creation of values is the mission of every teacher. The tying of goals with departmental academic, co-curricular and extracurricular activities through the social festival Ananya ensures this. The IQAC office derives major support from the college administrative and accounts office. The student progression chart, the MIS programme are all handled by the offices. Any information sought by the IQAC is supplied by the offices. Records are also maintained of academic performance through marks books.
6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact
Refresher and Orientation courses help the staff to implement quality procedures. Seminars and workshops give an insight to various methods of enhancing quality. The college holds staff seminars at the end of each semester to emphasize the need to retain the high standards of quality expected from the staff.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?
The academic audit conducted by the university has only been implemented this year (2014). The college has not undergone any formal academic audit but reviews performances regularly.

6.5.5 How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies / regulatory authorities?
All major research grants (UGC, DST) are dispersed according to the guidelines of the concerned agencies. The utilization certificate also rigidly follows the format provided. The same procedure is followed for the minor research grants. Records are maintained by the accounts office and available whenever an agency requires them.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?
The system of holding regular departmental meetings surveying student performance in tests and examinations, analyzing the feedback helps to continuously review the teaching learning process. Every year, the IQAC administers the entry and exit questionnaires. The feedback helps teachers to understand the needs of the students and to address them. As departments make their own qualitative analysis of methods of teaching and initiatives, they identify areas that need attention. Other methods to review the teaching learning process is through evaluative initiatives like quizzes, presentations, debates, discussions and other subject related activities.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?
The institute communicates its quality assurance policies through its prospectus, handbook, college website, the Principal’s address during the orientation programme and campus tours for parents and students.
VII. CRITERION VII: INNOVATIVE PRACTICES

7.1 Environment Consciousness
7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?
The Life Science Department makes the students study the biodiversity on the campus. Check lists of birds and butterflies are made every year. The diversity is photographed by the students through the year and converted into calendars, planners or cards. Small projects are done related to environmental problems on the campus, or in the immediate environment.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?
- Energy conservation
- Use of renewable energy
- Water harvesting
- Check dam construction
- Efforts for Carbon neutrality
- Plantation
- Hazardous waste management
- e-waste management

The following initiatives are taken by various departments to create environment consciousness.

The institution maintains a clean and green environment with its large central lawn, herbal garden and student-tended garden. Segregation of waste is adhered to. The campus places notices at strategic places to encourage environment awareness. Clean-up drives are held by the BMM students to help the canteen staff clean-up the canteen and the canteen extension.

Green Chemistry Alert aims at familiarizing students with the principles of Green Chemistry and encourages them to adopt healthy green practices in the laboratory, as chemistry laboratories contribute significantly to environmental pollution. Toxic fumes, liquids and solid waste are all hazardous to the environment, and proper disposal must be ensured. Chemicals, water, gas, and electricity is saved by learning to switch off burners/equipment when not in use, and by avoiding wastage of water and safety is given a high priority. Reusing and recycling chemicals for preparative experiments is also encouraged. Exhaust fumes are maintained regularly to ensure a well-ventilated laboratory atmosphere.

Nature treks and trails, generation of an eco-system, and projects under environmental science are some of the initiatives.
Rain water was harvested and stored in a facility provided for this purpose. It was thereafter sent to the distillation unit, and the distilled water produced is used in the laboratory for preparation of media and reagents and to conduct Microbiology practical.

The Hindi department has a number of activities to promote environmental consciousness. The writing of slogans and making bookmarks for creating an awareness of environmental issues, pottery workshops, study tours and study nature, to get the feel of natural pollution-free environment are some of them. The study of the herbal garden on the campus, and activities linked with water management are also encouraged. Vrikha Mitra students are asked to plant and observe the growth of a tree.

The Economics department organized a National Symposium on, “Sustainable Development and Gender” and showed a film “Living with Drought” in order to make their students conscious of the environment.

Awareness of sustainable development, Natural plant growth promoters, vermicomposting kitchen garden and sowing, are some of the activities students of the Bio-chemistry department are involved in.

Students of the Department of Mass Media have addressed environmental issues through clean-up drives, clothes collection drive, donated for recycling to Goonj and NGO that specializes in reusing cloth & other materials to create usable products for the rural poor and participating in a talk on genetically modified food.

Skit competitions, poster presentations, model making competitions, educational movie screening, update boards, educational visits, student seminars, self-study exercises, talks, research paper presentations, are other methods of making students aware of their responsibility to conserve the environment.

As part of the peace week initiative, the department put up the translation of both the national anthem as well as the ‘Vande Mataram’ as it was felt that many young Indians are unaware of the complete meaning of these iconic compositions.

The Sociology department held two talks Environmental crisis – Deeper Roots Radical Remedies and on E-Values Awareness about air and water pollution is taught in the paper on Urban Sociology.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.
The annual IQAC feedback from students has been streamlined and made paperless by the introduction of a computer based software. Certain innovations introduced earlier continue to help the functioning of the college, for example, the long break on Fridays enables student participation in co-curricular activities like special lectures, and helps the staff to hold other activities during this period without disturbing the timetable. Students who would not be able to wait after class hours are thus able to participate.

The enhancement of computer and internet facilities and the introduction of LCD facilities in some class rooms has further enhanced the teaching process. The use of Facebook, Google and other social networks by some departments have simplified the process of keeping in touch with students, for assignments and other academic information.

Teachers are continuously involved in experimenting with innovative teaching methods to promote creativity, and they have a positive impact through interactive and collaborative learning.

The Chemistry Club was started primarily to increase students’ interest in the subject through a variety of novel activities both syllabus related and beyond the syllabus. The activities were also directed towards increasing the confidence, communication skills and team work ability of our students. It helps them to develop and sustain interest in the subject in an informal atmosphere. Participation in inter-collegiate activities increases their confidence and exposes them to the competition outside. This initiative has increased the students’ interest in the subject as they enjoy the activities and interact continuously with the staff. Students have won prizes at intercollegiate competitions which motivate others to participate. This is reflected in the increasing membership, and the activities planned every year.

The screening of the movie ‘Seedkeepers’ by the biochemistry department was followed by a project work on plant growth promoters derived from nature on biochemical parameters of growing plants. This resulted in a microscale production of vermicompost and helped in sowing of seeds in the kitchen garden.

Screening of a documentary film on drought management strategies in Kenya, organizing an essay writing competition on population issues, participating in inter-collegiate competitions, conducting mock stock exchange, game theory experiments, use of R software in econometrics class and talks were some of the other innovative methods used by the Economics department.

The introduction of practice tools, like case studies in the teaching process and movies which dealt with specific concepts like
‘philosophical skepticism’ and ‘capital punishment’ was an innovation by the Philosophy department. An inter-disciplinary power point-cum-lecture was another initiative by the department. The department also conducts a couple of sessions for the TYBA students on research methodology outlining the process of data collection from a variety of sources, foot note or end note making, and preparation of bibliography. It proves helpful for students desirous of continuing higher studies or plan to take up research in future. The introduction Philosophy day provides a platform for philosophy to bond.

Using innovative methods in teaching and learning is an integral part of the academic experience at Sophia. The creativity displayed by the teaching faculty in various ways helps in the all round development of students.

7.3 Best Practices:
7.3.1 Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

A

1. Title of the Practice: PERSONALISED STUDENT SUPPORT
2. Goal: To ensure that every student receives the help she needs to develop her potential to the maximum
3. The Context: In a developing country with a strong patriarchal ethos and mind-set, women and girls often experience marginalization and loss of self-determination. This can be experienced in a variety of ways that are both economic and psychological. It is to counter this that the staff of the College strive to know each student personally, understand her problems and needs, and then seeks to find a way of overcoming these.
4. The Practice:
   a. Financial aid, both Government and institutional, is made easily available to help economically needy students to pay their fees. Information about these is prominently displayed/announced and the process of application is made as simple as possible.
   b. Such students are also discreetly offered other kinds of help – textbooks through the STA, clothing, transport, even at times food.
   c. They are also offered part-time work in the College office which enables them to earn a little money.
   d. Personal counselling services are offered free of charge to students who may need them. In addition, group sessions and workshops are conducted to help students learn ways of handling stress, time-management and relationship issues.
e. Remedial teaching – individual and group – is offered to students who may need it. This is particularly visible with the departments of English and Economics, where regular remedial sessions are planned and conducted.

f. Contact groups – either personal or through social networking – are a means whereby students can experience direct support from their teachers in academic and extension issues.

g. Students are offered many opportunities for holistic development and leadership training through the various clubs and extra- and co-curricular activities.

h. The entire academic and co-curricular programme encourages students to look at their world critically, to think for themselves and to develop a measure of courage, self-reliance and independence that will empower them as they move out into the adult world.

5. Evidence of success: Most of our students leave feeling energised and empowered to take on the challenges outside. The feedback we receive is evidence of this.

6. Problems Encountered and Resources Required:
   a. Students often feel caught in the contradictions between the values they imbibe here and those they see operating in the world around. Unless this is thought about deeply, and discussed openly, it can result in cynicism and be counter-productive. Handling this requires a great deal of patience.
   b. As women’s education and career prospects are not a priority for many, a number of our students are forced to discontinue their education to get married, to look after the home in times of illness of a parent, or just because it is feared that the girl is getting too independent.
   c. The need for finance – both for Student Aid and for the Counselling and Women’s Centres – is always pressing. While the annual need is met by donations, this makes for a certain insecurity for the College.

B.

1. Title of the Practice: ANNUAL THEME OF THE YEAR

2. Goal: To encourage students to connect their academic work to social awareness and human values through a rich and multi-layered holistic experiences.

3. The Context: All too often, education today is compartmentalized and confined within the boundaries of specific disciplines and syllabi. Students can live in ivory towers, far removed from reality.

4. The Practice:
   a. Each year, the faculty (and in the last two years, students as well) meet and choose a theme of the year. This will span across all the
departments, and reach out to touch some aspect of ordinary life that impacts people.

b. The departments meet to map out a programme of activities that will help students see the connection between the discipline concerned and the theme. E.g., the theme ‘Youth for Sustainable Change’ found expression in activities like the Youth Parliament, Breaking the Culture of Silence, conducting programmes for municipal school children, organizing Munsophical and taking sessions in rural pockets on conflict resolution and the role of the UN. The departments share their plans at a general staff meeting which serves to encourage and inspire each other, while avoiding overlap and repetition.

c. Co-curricular activities are conducted throughout the year – workshops, creativity sessions, essay and poster competitions, debates, screening of films and discussions, etc.

d. A number of students undertake small research projects related to the theme, as part of their academic work and even, at times, internal assessment.

e. During Peace Fortnight, the clubs link the theme of the year with the need for Peace, and organize activities around this.

f. All the above activities culminate in the programme, Ananya, which is an intra- and inter-collegiate festival celebrating the theme. This includes workshops, exhibitions, competitions, treasure-hunts, and many other enjoyable activities which yet lend themselves to reflection and reinforce the theme.

5. Evidence of success: The number and range of activities, the participation and enthusiasm of the students, the fact that each year a new theme is seriously chosen – all these indicate that this is a vibrant and meaningful practice.

6. Problems Encountered and Resources Required: Sponsorship of events is not always easy to arrange, but so far we have been able to manage through creative and collaborative use of resources.

7. Contact Details
Name of the Principal: Dr. (Sr.) Ananda Amritmahal
Name of the Institution: Sophia College for Women
City: Mumbai
Pin Code: 400 026
Accredited Status: CGPA of 3.61 on four point scale at A grade
Work Phone: 2351 2642 / 23523304
Fax: 2351 3183
Website: www.sophiacollegemumbai.com
E-mail: sophiacollegemumbai@gmail.com
Mobile: 9969305889
C. INPUTS FROM THE DEPARTMENT

EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department  English

2. Year of Establishment – 1940

3. Names of Programmes / Courses offered - Under Graduate

4. Names of Interdisciplinary courses and the departments/units involved: There are no interdisciplinary courses with any other departments.

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments: Functional English/Communication Skills for DCA

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons
   Two papers for TYBA English (Grammar and the Art of Writing and Film and Literature) were dropped as it was realized that the strong theoretical foundation that the TYBA students needed, was not adequately provided by them. In their place, theoretical courses on Popular Culture and on Literature and Gender were included.

9. Number of teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
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</thead>
<tbody>
<tr>
<td>Associate Professors</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>4</td>
<td>4 (1, confirmed + 2, on probation + 1, Ad-hoc)</td>
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</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Sr.) Ananda</td>
<td>Ph.D</td>
<td>Associate Professor</td>
<td>Indian Women Writing and</td>
<td>19 years, 6 months</td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty
   There are no visiting faculty

12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are one temporary faculty who delivers 20% of the total lectures.

13. Student-Teacher ratio (programme wise)

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<thead>
<tr>
<th>Courses</th>
<th>Subjects</th>
<th>Student Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYBA</td>
<td>Communication Skills</td>
<td>100:1</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>83:1</td>
</tr>
<tr>
<td>SYBA</td>
<td>Mass Communication</td>
<td>85:1</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>70:1</td>
</tr>
<tr>
<td>TYBA</td>
<td>Single Major</td>
<td>4:1</td>
</tr>
<tr>
<td></td>
<td>Double Major</td>
<td>14:1</td>
</tr>
</tbody>
</table>

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG:
   Given in the table point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc.
   and total grants received:
There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
There is no facility.

19. Publications:
   a) Publication per faculty
      Dr. (Sr.) Ananda Amritmahal
      • Number of papers published in peer reviewed journals: One
      • Dr. (Sr.) Ananda Amritmahal and Dr. Shireen Vakil have collaborated on the academic paper titled, “A Comparative Study of Some Women Mystic Poets – Hildegard of Bingen, Julian of Norwich, Janabai of Maharashtra, Meerabai of Rajasthan”, to be in published in 2015 in Ruminations, the Research Journal of St. Andrew’s College, Mumbai. Number of publications listed in International Database (e.g.: Web of Science, Scopus, Humanities International Complete, Dare Database International Social Sciences Directory, EBSCO host, etc.):
      • Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      • Monographs: None.
      • Chapter in Books: One
      • Books Edited: None
      • Books with ISBN/ISSN numbers with details of publishers: One
      • Citation Index: None
      • SNIP: None
      • SJR: None
      • Impact factor: None
      • h-index: None

   b) Publication per faculty
      Ms. Samrita Sinha
      • Number of papers published in peer reviewed journals (national / international) by faculty and students: One

- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
- Monographs: None.
- Chapter in Books: None.
- Books Edited: One
- Books with ISBN/ISSN numbers with details of publishers: None.
- Citation Index: None.
- SNIP: None.
- SJR: None.
- Impact factor: None.
- h-index: None.

20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees  b) International Committees c) Editorial Boards…
Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students
   Recognition received by the faculty from reputed professional bodies and agencies - International
   - Dr. (Sr.) Ananda Amritmahal was awarded a FULBRIGHT FELLOWSHIP as a Visiting Lecturer at Loyola University, Chicago, U.S.A, for the Spring Semester (Jan-May), 2012.
   - Dr. (Sr.) Ananda Amritmahal was appointed as Gannon Visiting Scholar during Jan-May, 2012 at the Gannon Centre for Women and Leadership, Loyola University, Chicago, for the purpose of continuing
with her ongoing research work related to “Women Mystic Poets from Different Religious Traditions”.

24. List of eminent academicians and scientists /visitors to the department

<table>
<thead>
<tr>
<th>Academicians/Visitors</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td></td>
</tr>
<tr>
<td>Ms. Hira Steven</td>
<td>The language of films and the process of film editing</td>
</tr>
<tr>
<td>Ms. Farida Pacha</td>
<td>The language of films and the process of film editing</td>
</tr>
<tr>
<td>Prof. Donald Pease</td>
<td>‘Trauma and Translation: Tennessee Williams and the Primal Scene of the 1950s’</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>Ms. Hira Steven</td>
<td>The language of films</td>
</tr>
<tr>
<td>Ms. Farida Pacha</td>
<td>Sound, cinematography, editing, and mise-en-scène in film</td>
</tr>
<tr>
<td>Dr. Akeel Bilgrami</td>
<td>‘Miscellany: Some Reflections on the relations between Literature, Science, and Philosophy’</td>
</tr>
<tr>
<td>Mr. Alex von Tunzelmann</td>
<td>On ‘Indian Summer – Secret of the End of an Empire’</td>
</tr>
<tr>
<td>Prof. Paul Joseph</td>
<td>‘War Photojournalism: What America sees and does not see’</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
</tr>
<tr>
<td>Dr. Akeel Bilgrami</td>
<td>‘The Political Possibilities of the long Romantic Period’</td>
</tr>
<tr>
<td>Ms. Parvati Sharma</td>
<td>‘The Dead Camel and Other Stories and Other Stories of Love’</td>
</tr>
<tr>
<td>Ms. Anna Funder</td>
<td>On ‘All that I Am’</td>
</tr>
<tr>
<td>Ms. Hira Steven</td>
<td>The language of films</td>
</tr>
<tr>
<td>Dr. S. Vakil</td>
<td>Polanski’s Macbeth</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
</tr>
<tr>
<td>Sudha Shah</td>
<td>‘Talk on her book The King in Exile’</td>
</tr>
<tr>
<td>Ram V and Alok Sharma</td>
<td>‘Writing for Comic Books’</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
</tr>
<tr>
<td>Dr. S. Vakil</td>
<td>T.S.Eliot’s Poetry</td>
</tr>
<tr>
<td>Mr. Ramu Ramanathan</td>
<td>Playwriting Workshop</td>
</tr>
<tr>
<td>Mr. Saleem Peeradina</td>
<td>Poetry Writing Workshop</td>
</tr>
<tr>
<td>Sarang Bhakre</td>
<td>Lecture on Mahesh Dattani’s Dance Like a Man</td>
</tr>
</tbody>
</table>

25. Seminars/Conferences/Workshops organized & the source of funding

a) **National Seminars:**

- “Anugoonj – Reverberations: Mystic Poetry and Social Transformation” on January 13-14, 2011 by the Departments of
English and Hindi, at Sophia Bhabha Auditorium, Mumbai and sponsored by the College.

- **“Many Masks, Many Cities: Theatre in Mumbai”,** on January 10-11, 2014 in collaboration with the Sophia Centre for Women Studies and Development (SCWSD) and Social Communications Media (SCM) department of Sophia Polytechnic and sponsored by Luigi and Laura Dallapiccola Foundation.

b) **International Seminars:**
- **“Mumbai in Literature, Art and Film”** on January 8-9, 2010 in collaboration with the Mass Media Department, Sophia College and the Social Communications Media (SCM) department, Sophia Polytechnic sponsored by Luigi and Laura Dallapiccola Foundation.
- **“Women’s Spaces, Women’s Voices in Mumbai”,** in collaboration with SCWSD and Mass Media department of Sophia College, and the SCM Department, Sophia Polytechnic on January 6-7, 2012 and sponsored by Luigi and Laura Dallapiccola Foundation and the UGC Human Rights Education Programme.

26. **Student profile programme/course wise:**

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>B.A.</td>
<td>500+</td>
<td>250</td>
<td>250</td>
<td>95%</td>
</tr>
</tbody>
</table>

*M = Male  *F = Female
Students apply for the BA programme in the First Year (after the HSC exam) with English as one of the subject.

27. **Diversity of students (details with Student Support Committee/College Office)**

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?
   Two former students from the Department of English have cleared NET.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>% enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>37 students have enrolled/completed PG programmes over the past 5 years.</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: Institutional details given in RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.
   - The Department of English strives to provide holistic education to students. To fulfil this purpose, the department provides tutorials to the FYBA students to coach them in areas beyond the framed syllabus.
   - Students are encouraged to give class presentations under the guidance of the staff to hone their research skills.
   - Special lectures, workshops and seminars with external experts are regularly organised to further facilitate students.
   - The department is actively involved in guiding student research by guiding their EXAP papers. The members who have been and are actively involved in the guiding of EXAP papers are – Dr. (Sr.) Ananda Amritmahal, Dr. Shireen Vakil, Dr. Sufiya Pathan, and Ms. Jihasa Vachharajani.

The Department organized various events and workshops for the purpose of student enrichment

2010 – 2011
   - The department organized a screening of the film Firaaq. The screening was followed by a discussion on communal violence and the condition of women in such situations headed by Nasreen Fazulbhoy from the Department of Sociology, University of Mumbai.

2011 - 2012
   - The department organised a talk by Dr. Akeel Bilgrami, University of Columbia, entitled 'The Political Possibilities of the long Romantic Period'
   - The department asked the communication Skills students to write a story on the theme of Peace for one of their class tests.

2012 – 2013
   - The department organised a screening of the award winning documentary Earth Witness by Akanksha Joshi. The screening was followed by a discussion.
   - The department organised a talk by Dr. Ashwini Gandhi (consultant in the Department of Gynaecology, P.D.Hinduja National Hospital) jointly with
the Departments of Economics, History, Statistics and Sociology in collaboration with the U.S. Consulate.

- The department collaborated with ELS to organise a workshop and interactive session on ‘Writing for Comics’ by Ram V and Alok Sharma.

2013 - 2014

- The Jane Austen Book Club, Mumbai, in association with the English Literary Society (ELS), organized an event titled “Celebrating Jane” on December 18, 2013 at the Sophia College Convention Centre. The event included a presentation on Jane Austen, screening of scenes from the film adaptations of Pride and Prejudice, a quiz on Austen’s life and works, and a panel discussion titled “How relevant is Jane today?” The panel members included Ms. Lina Mathius (author, journalist and teacher), Ms. Tisca Chopra (actor) and Ms. Krupa Shandilya (Assistant Professor of Women’s and Gender Studies, Amherst College, Massachusetts).
- The department organised a lyric writing competition. The competition was held on 13 August 2013. Students wrote lyrics on the theme of “Hope”. It was judged by Mr. Will Skaaf, Choral Director at the Sacred Heart Proprietary School in Atherton, California.
- The Department along with ELS invited the playwright Ramu Ramanathan to conduct a play writing workshop, and the poet Saleem Peeradina to conduct a poetry writing workshop on 25th Jan, 2014.

33. Teaching methods adopted to improve student learning

- Contact groups have been created for TY Single Major students to provide them extra guidance.
- Weekly tutorial sessions are regularly held for FY Lit students and CS students.
- Films relevant to prescribed texts are regularly screened.
- Google mailing groups have been created to provide study material to students of all years.
- Audio-visual facilitations and PPT presentations are conducted in classrooms for the purpose of enlivening texts.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

- All staff members of the Department regularly help in admission procedures, examination work (at College and University level) and serve on various committees related to curricular (attendance and examination) and extra-curricular (club and other activities) work.
- The students are a part of the NSS and some also collaborate with NGOs.

35. SWOC analysis of the department and Future plans.

**Strengths:**
The course is multidisciplinary and holistic, touching upon the domains of history, psychology, philosophy and more.

Originality of thought is encouraged and the department doesn’t restrict itself to the prescribed syllabus. Every paper is dealt with in great detail a lot of emphasis is put on extra reading, elaboration of background concepts, comparative studies to strengthen the understanding of the subject and help develop a critical perspective towards life.

In analyzing texts, students are exposed to different value systems and are encouraged to develop a strong value base of their own, while remaining open to other perspectives through frequent

Through elaborate background study of texts, students get to have a strong exposure to different cultures, societies, and ways of living.

The department strives to push students to develop a critical acumen and independence of thought through exploration of texts beyond the syllabus.

The course has made students more sensitive to points of view and perspectives and literature being a reflection of major socio-political events has given students the scope to be better informed.

The faculty maintains a strong interest and commitment to each student which leads to a sense of cohesion in the department as a whole. Students feel themselves known and cared for, which makes the educational process both holistic and effective.

Weaknesses:

- Teaching methodology could involve more innovative techniques - for example films may be used to encourage debates.
- A sudden exposure to a vast portion in the last two semesters proves to be a bit demanding on the students. A little more exposure to the subject in the 1st four semesters would have helped.
- Students are not sufficiently familiar with the requirements of academic writing when they come to the department. There should be a more focused effort towards developing this skill – e.g. writing research papers should be encouraged.

Opportunities:

- The annual conferences/seminars offer both faculty and students excellent scope for the development of both academic and organizational skills.
- The library and the internet offer immense possibilities for in-depth research.
- Group work and activities give students the possibilities of accelerated growth through collaborative effort.
- Student presentations in class give students the impetus to hone their research, analytical and presentation skills.
- Contact groups and tutorials give students the opportunity to have their work discussed personally by the faculty member in charge.
• The subject matter of literature – life itself as represented in the texts – facilitates the discussion of issues related to the world around and to the socio-economic, politico-cultural context. This enables students to reflect on and develop enduring values, and equips them with an analytical, critical perspective which precludes their taking social structures for granted.

Challenges:
• Finding time in the semester system for in-depth study of relevant materials.
• Planning of the yearly schedule can be planned better so that students get more time to assimilate and practice the nuances of the subject matter.

FUTURE PLANS:
While continuing with the regular healthy practices of the department, we hope to deepen the students serious commitment to academic work through curricular and co-curricular activities which will demand application and regular work. Further, we hope to build up greater linkages with other colleges, especially those nearby, in order to share faculty and guest resources, and build on the opportunities offered by collaboration. As we move towards autonomy, we seek to find ways of making the present syllabus challenging and exciting, and also strive to expand the boundaries of teaching beyond the limits of the University syllabus.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the department: Hindi

2. Year of Establishment: 1959

3. Names of Programmes / Courses offered: UG

4. Names of Interdisciplinary courses and the departments/units involved: There are no interdisciplinary courses with any other departments.

5. Annual / semester / choice based credit system: Semester.

6. Participation of the department in the courses offered by other departments: The department is not involved in any courses.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued with reasons: None.

9. Number of teaching posts:

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Part time Lecture</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, :

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No.of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Nirmala Tripathi</td>
<td>MA Ph.D.</td>
<td>HOD, Associate Professor</td>
<td>Medieval Hindi &amp; Modern Hindi (Poetry)</td>
<td>22</td>
</tr>
<tr>
<td>Dr. Sumanika Sethi</td>
<td>MA, MPhil, PhD.</td>
<td>Associate Professor</td>
<td>Aesthetics &amp; Drama</td>
<td>20</td>
</tr>
<tr>
<td>Mrs. Pempa Lama</td>
<td>MA</td>
<td>Lecturer (Parttime)</td>
<td>Hindi (Literature)</td>
<td>18 mths</td>
</tr>
</tbody>
</table>

Dr. Nirmala Tripathi has 8 students registered for Ph.D under her.

11. List of senior visiting faculty: There are no visiting faculty.
12. Percentage of lectures delivered and practical classes handled by temporary faculty:
   There are one temporary faculty who delivers 20% of the total lectures.


14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: The department does not have any technical and administrative staff.
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
   Two teachers with Ph.D and 1 with PG

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   a) Publication per faculty:
      Dr. Sumanika Sethi
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers: None.
      - Citation Index: None
      - SNIP: None
      - SJR: None
      - Impact factor: None
      - h-index: None
• Articles: Six
  • Article on Kanheri Caves- ‘Kanheri Ki Murti Kala Mein Ruptatwa’ in Research Magazine ‘Varima’ (Oct-2010) ISSN0976-8548.
  • Article on Ramvilas Sharma- ‘Ramvilas Sharma ka Sangeet-Darshan’ in magazine ‘Udbhawana’ (Dec-2012).
  • An article ‘Kanheri ka samaj’ in Magazine ‘Chintandisha’.
  • An article in the form of a dialogue on Writer Vinod Kuamr Shukla in Lit. Magazine ‘Sapeksha’ (2009-10).
  • Book review on Ramesh Kuntal Megh’s new book- ‘Sanskriti Sarovar ke Beech’ in Lit. Magazine ‘Samkaleen Bhartiya Sahitya’ (Nov-Dec 2013) (ISSN 0970-8367)

b) Publication per faculty:
Mrs. Usha Dubey
• Number of papers published in peer reviewed journals (national /international) by faculty and students: None.
• Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):
  • Monographs: None.
  • Chapter in Books: None.
  • Books Edited: None.
  • Books with ISBN/ISSN numbers with details of publishers: None.
  • Citation Index: None.
  • SNIP: None.
  • SJR: None.
  • Impact factor: None.
  • h-index: None.
• Article: Two
  • Published article 'Partrakaritakichunautiyaan’ in ISBN:978-93-807-60-16-2 (Sahityasamajaur media)

20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees  b) International Committees  c) Editorial Boards… Nil.

22. Student projects: University projects as per syllabus.
   - Percentage of students who have done in-house projects including inter departmental/programme: 100%.
   - Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists /visitors to the department: Nil

25. Seminars/Conferences/Workshops organized & the source of funding
   National: Workshops 3 at college level & funding by college, 1 national level seminar with English department

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>350</td>
<td>285</td>
<td>285</td>
<td>95%</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

Students apply for the BA programme in the First Year (after the HSC exam) with Hindi as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?
Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>2</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td>3</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: As given in the RAR

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts. Nil.

33. Teaching methods adopted to improve student learning: Teachers take an interest in the personal and academic profile of each student.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
   - Dr. Sumanika Sethi has done translation work for the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CSMVS), Museum in Hindi, written articles in the Children’s Kiosk, and has given the story of Indian paintings in Hindi.
   - Ms. Nirmala Tripathi has organized and given learning material for the institute of distance and open learning, University of Mumbai. Published in 2012.

35. SWOC analysis of the department and Future plans:

   **Strength:**
   - Dedicated and loving teachers.
   - Qualified teachers who are eager to up date their subject knowledge and teaching skills and passionate about their profession.
   - Students, who opt for literature as the major subject, are motivated and hard working.

   **Weakness:**
   - Department is not very techno savvy, therefore they depend on traditional methods of teaching.
   - Students come from conventional background. Some students stay far away from the college. This causes absenteeism and reluctant attitude to participate in activities.
Some of the students are first generation learners and do not have sound financial background therefore they have low self-esteem to participate in class discussions.

**Opportunities:**
- Knowledge of Hindi literature provides ample job opportunities with combination of technology i.e. teaching, corporate offices, official language officers, translators, journalism, print media as well as electronic media, tourism.
- Maharashtra is a non-Hindi speaking state hence proficiency in Hindi along with Sophia culture opens more career avenues to our students.
- Knowledge of Hindi and English provides better job opportunities for our students.
- During Ananya, Hindi department organizes workshops for students to teach them some skill for self employment such as jewelry making, pottery, candle making and graphology etc.

**Challenges:**
- To keep in pace with technology.
- To complete the syllabus on time.
- To cultivate assertiveness and leadership quality among our students.

**FUTURE PLAN OF THE DEPARTMENT:**
- To equip the department with technological knowledge.
- To start certificate course in translation skills, critical appreciation of literature, spoken and written Hindi course for non Hindi speaking students.
**EVALUATIVE REPORT**

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: Education

2. Year of Establishment: 1984

3. Names of Programmes / Courses offered: UG

4. Names of Interdisciplinary courses and the departments/units involved:
   There are no interdisciplinary courses with any other departments.

5. Annual/ semester/choice based credit system: Semester

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
   No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued with reasons: Nil.

9. Number of Teaching posts: One

<table>
<thead>
<tr>
<th>Posts</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Myrtle Coutinho</td>
<td>MSc., MEd., PGDEM, PhD.</td>
<td>Assistant Professor</td>
<td>Educational Technology</td>
<td>16 years</td>
</tr>
</tbody>
</table>

   Ms Andrea Coutinho was awarded the Ph.D on September 23, 2009 for her doctoral thesis on “Effectiveness of Integrated Learning in Upper Primary Schools”

11. List of senior visiting faculty: There are no visiting faculty

12. Percentage of lectures delivered and practical classes handled by temporary faculty: One lecture is taken by a visiting faculty member.

13. Student -Teacher Ratio (programme wise):
FYBA: 1:137; SYBA: 1:70; TYBA: 1:21

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with Ph.D/ MPhil / PG: One

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   - Publication per faculty
     **Dr. Andrea Coutinho**
   - Number of papers published in peer reviewed journals (national / international) by faculty and students: Two.
   - “Mentoring of Women Students within the Indian National Higher Education Mission” ‘Urdhva Mula’, [ISSN 2277-7954], Vol 7, April 2014, pgs 18-27. Published by the Sophia Centre for Women’s Studies and Development, Mumbai.
   - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
   - Monographs: None.
   - Chapter in Books: None.
   - Books Edited: None
   - Books with ISBN/ISSN numbers with details of publishers: None.
   - Citation Index: None
   - SNIP: None
   - SJR: None
   - Impact factor: None
20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards...
Nil.

22. Student projects:
Percentage of students who have done in-house projects including interdepartmental/programme: **100%**

**EXAP XVII:** Dr. A. Coutinho was the Research Guide for “Conformity In Education and Career Choices – A Comparative Study of Chennai and Mumbai” by Divya Das, Diya Anna John and Shruti Asokan in 2011-12.

**EXAP XIX:** Dr. A. Coutinho was the Research Guide for “A Comparison of Secondary Students from Single Gender Schools and Co-Educational Schools in Mumbai” by Ishita Gosalpuria and Sonakshi Jain in 2013-2014.

Dr. Andrea Coutinho is appointed Research Guide for the Research Component of two students of IGNOU Master’s Programme in Education by IGNOU, Delhi:
- Roxanne Irani: “Human Resources Development In Higher Education In Mumbai”
- Amira Khan: “Influence Of Peer Pressure On Students In Higher Education”.

Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards / Recognitions received by faculty and students:
Dr. Andrea Coutinho was awarded the ‘Jamunabhai Govindji Madhavji Prize’ for PhD Degree in Education, at the 59th Annual Convocation, SNDTU, March 2010.

24. List of eminent academicians and scientists /visitors to the department:
Nil.

25. Seminars/ Conferences/Workshops organized & the source of funding:

**National:**

**International:**

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>108</td>
<td>88</td>
<td>88</td>
<td>96%</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

Students apply for the BA programme in the First Year (after the HSC exam) with Education as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?
Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>5</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td>3</td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities : Information given in the RAR

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts. Nil.
33. Teaching methods adopted to improve student learning:
   Collaborative Learning, Development of Student-centred learning materials, Online support mechanisms.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

35. SWOC analysis of the department and Future plans

Strengths:
- Many students love the subject and are willing to take up learning tasks, beyond the syllabus.
- Energised faculty members have sustainable relationships.
- Faculty is willing to provide research guidance to UG students.
- Annual group guidance given for the BEd – CET.
- College management provides additional CHB teacher.

Weaknesses:
- Poor English speaking and writing skills plays a role in academic growth.
- Aptitude for higher learning is poor.

Opportunities:
- Talented faculty can motivate through interdisciplinary short-term courses.
- Classrooms can be used for in-house non-formal learning.

Challenges:
- Improving the attendance of students.
- Making student take their practicals and theory classes seriously.
- Improving the vocabulary and diction of students.
- Motivating students to study further.
- Rigorous syllabus needs more time, though the 6th semester is too short.

Future Plans:
- Pre-School Teacher Training course can be introduced.
- Inter-disciplinary short term courses can be designed.

Papers Presented at National and International Seminars and Conferences


EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department Sociology

2. Year of Establishment: 1963

3. Names of Programmes / Courses offered: Under Graduate (B.A.)

4. Names of Interdisciplinary courses and the departments/units involved:
   - Foundation Course Paper - FYBA and F.Y.B.Sc.

5. Annual/ semester/choice based credit system: Semester

6. Participation of the department in the courses offered by other departments: Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued with reasons Nil

9. Number of Teaching posts

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Perpetua Miranda</td>
<td>MA, MPhil, DHE, PhD</td>
<td>Associate Professor and HOD</td>
<td>HRD, Anthropology</td>
<td>25</td>
</tr>
<tr>
<td>Ms. Gilda Pereira</td>
<td>MA</td>
<td>Associate Professor, Vice Principal (Arts)</td>
<td>Gender Issues and Media Studies</td>
<td>24</td>
</tr>
<tr>
<td>Dr. Anagha Tendulkar</td>
<td>MA, PhD</td>
<td>Assistant Professor</td>
<td>Social Gerontology, Social Research</td>
<td>21</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: There are no visiting faculty
12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are no temporary faculty.

13. Student -Teacher Ratio: 140:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with Ph.D/ MPhil / PG: Given in table point No. 10.

16. Number of faculty with ongoing projects from
   National funding agencies and grants received - **One staff with ongoing minor research project with ICSSR Western Region.**
   THE REORGANIZATION OF SPACE - a Case Study in the Suburbs of Mumbai covering Bandra Kurla Complex surrounding areas
   Faculty as members in
   a) National committees - **Indian Sociological Society --Two**
   b) International Committees - **International Sociological Association – One**

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc.
   and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications: NIL
   a) Publication per faculty
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers: None.
      - Citation Index: None
20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards…
Nil.

22. Student projects
a) Percentage of students who have done in-house projects-

**FYBA - 100%**

Prior to the semester system all the **TYBA single and double major students** undertook group research projects and library projects as part of the Applied Component Paper.

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry: **one student in Johnson and Johnson 2013-2014**

c) EXAP Projects:

**Gilda Periera:**
- Conformity in Education and Career Choices
- Marriage and Divorce Rights Among Sunni Muslim Women in India
- Domestic Violence
- Irani Eateries in Mumbai

**Anagha Tendulkar:**
- Rickshawalas in Mumbai
- Home Maids in Mumbai

23. Awards received by students: **Miss Pankti Surve** – First rank 71.7%
**Miss Jenika Shah**–Second rank 71%

24. List of eminent academicians / visitors to the department:
**Dr. Lancy Prabhu and Dr. Stephen Fernandez**

25. Seminars/Conferences/Workshops organized & the source of funding

**International Seminar on Mumbai – Socio-cultural Perspectives: Contributions of Ethnic Groups and Communities** on 7th & 8th January 2011 organised by the Departments of History, Sociology and Mathematics/Statistics and funded by Luigi & Laura Dallapicola Trust.

26. Student profile programme/course wise:
Name of the Course / Programme (refer question no. 4)  | Applications Received | Selected | Enrolled | Pass percentage |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>210</td>
<td>184</td>
<td>184</td>
<td>97%</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

Students apply for the BA programme in the First Year (after the HSC exam) with Sociology as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>1-2 every year</td>
</tr>
<tr>
<td>Employed</td>
<td>5%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: Given in the RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment with external experts:

   **Sophia Nobel lectures on Nobel Peace Prize winners** by Dr. M T Joseph (2013) and Dr. Stephen Frenandes (2014)

33. **Teaching methods adopted to improve student learning:**
   - Power point presentations done by FYBA students on Culture depicting the culture of the various Indian States (2012) and various countries of the World (2013).
• Students of Sociology of Human Resource Development interviewed the HRD Manager of a corporate organizations and International Banks in 2012 and 2013.
• Visits to an industry like Parle to better understand theory, Handicraft fair to understand Informal Sector (2013) and Kotachiwadi (2012) to study Urban structures, and Kalagoda festival in Mumbai (2014).

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
  
  **Dr Perpetua Miranda**: IQAC (Faculty Member), Unfair Means Committee (Convenor), Ananya (Co-Convenor), Member of SAF Committee, Dieceasean Youth Commission, Staff in charge of foreign students, Member – College Research Cell

  **Ms Gilda Pereira**: Vice Principal (Arts), Convenor of Admission Committee, Examination Committee, Attendance Committee, IQAC, and Local Management Committee

  **Dr Anagha Tendulkar**: Co-ordinator – EXAP, Convenor - Press Relations Committee, Member - Examination Committee, Nominated staff - College Union Committee, Member - Placement Cell, In Charge - University Cultural Affairs. Dr. Anagha Tendulkar was appointed as a Paper Setter for Sociology for Maharashtra Public Service Civil Examinations (2011-12, 2012-13)

Dr Anagha Tendulkar is involved in the statistical analysis and the report of four research papers, that the SCWSD was commissioned to undertake by the UGC, for the scheme of Human Rights Education during the XI plan period (2007-2012), will be published this year. The research papers are:

a. “Transmission of Knowledge and Values related to Human Rights (with special reference to Women and Girls) through formal and non-formal education”,

b. “Responsible use of water and disposal of garbage”,

c. “A study of anthropometric variables in adolescent girls from a lower socio-economic strata to assess nutritional status”.

d. “Role of NGO’s in promoting harmony and understanding in the community” will be published later.

**Participation in International and National Conferences.**

**International Conferences:**

**Dr. Perpetua Miranda** presented the following papers

*Identifying multipliers of talent in an organization and best practices they adopt that lead to greater production, leisure and less stress.* At the 2nd International Sociological Association - Forum of Sociology, Social Justice and Democratization August 1-4, 2012 at Buenos Aires, Argentina.

Dr. Anagha Tendulkar presented the following papers:

*Deconstructing the Gender Stereotypical Image of Ageing Women* at the International Conference on Ageing, Help Age, Stree Shakti – Delhi.

*Public Transport System and Marginalisation of Elderly in Mumbai* at the International Conference on Ageing, Centre for Gerontological Studies – Thiruvananthapuram.

National Conferences:

Dr. Perpetua Miranda presented the following papers

- Contemporary Leadership Styles in an Industrial Organisation in the City of Mumbai Both papers presented at the XXVIII All India Sociological Conference organized by the Department of Sociology Mohanlal Sukhadia University. Udaipur from December 27-29, 2012.
- Festivals As Cultural Reminders –A case study of the NarelPurnima Festival of the Koli community in Worli, Mumbai
- Redressing Social Inequality and Empowering Women –A Case Study of a Community Centre in Mumbai

Both above papers presented at the 39th All India Sociological Conference organized at the Karnataka State Open University Mukthagangothri from December 27-29, 2013

Dr. Anagha Tendulkar presented the following papers:

- *Ethnographic Content Analysis of the newspaper articles on the subject matter of the violence against elderly* at the Indian Sociological Society, National Conference.

35. SWOC analysis of the department and Future plans

**Strength:**

- Mentoring students, being available to give advice, helping weaker students and those economically less fortunate.
The Department has bonding lunches twice in the academic year as an attempt to create better rapport between students and lecturers.

The department makes sure that vernacular background students make friends with those who have come from schools with English as the medium of instruction so that they have friends to help them with their note making.

Students receive academic advice from the lecturers and the department also invites ex-students to share their experiences and give information about post-graduate courses and careers.

Students were given topics for self-study for which books were set aside for them in the library.

Book reviews are also encouraged and assignments where reference material has to be made use for details on the topic.

The Department attempts to sensitize students to the issues mentioned by linking the same to various related topics in the syllabus through class discussions and by focusing on current events related to them.

Weakness:
- Large classes, heterogeneous, vernacular background.

Opportunities:
- To see what’s happening in the NGO world and take up challenges to create a better society.

Challenges:
- To bring about change and empowerment.

FUTURE PLANS
- To introduce socially relevant short-term courses through the Women’s Centre.
- To involve more students in extension activities.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: Economics

2. Year of Establishment: 1942

3. Names of Programmes / Courses offered: Under Graduate (B.A.)

4. Names of Interdisciplinary courses and the departments/units involved: Foundation Course Paper for FYBA

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc. No collaborative courses have been introduced.

8. Details of courses/programmes discontinued with reasons: Nil.

9. Number of Teaching posts:

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Professor</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sangeeta Dubey</td>
<td>MA, PhD</td>
<td>HOD Asst. Professor</td>
<td>Industrial Economics &amp; Demography</td>
<td>19</td>
</tr>
<tr>
<td>Sunita Jadhav</td>
<td>MA</td>
<td>Asst. Professor</td>
<td>International &amp; Monetary Economics</td>
<td>19</td>
</tr>
<tr>
<td>Nisha Yadav</td>
<td>MA</td>
<td>Asst. Professor</td>
<td>Econometrics &amp; International Trade</td>
<td>05</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
There are no visiting faculty
12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are no temporary faculty.

13. Student-Teacher ratio (programme wise)
<table>
<thead>
<tr>
<th>Programme</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Course - I</td>
<td>120 : 1</td>
</tr>
<tr>
<td>FYBA Economics</td>
<td>86 : 1</td>
</tr>
<tr>
<td>SYBA</td>
<td>66 : 1</td>
</tr>
<tr>
<td>Investment Analysis</td>
<td>45 : 1</td>
</tr>
<tr>
<td>TYBA</td>
<td>22 : 1</td>
</tr>
</tbody>
</table>

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG:
   Given in the table point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   a) Publication per faculty
      Dr. Sangeeta Dubey:
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers:
b) Publication per faculty

Ms. Sunita Jadhav

- Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):
  - Monographs: None.
  - Chapter in Books: None.
  - Books Edited: None.
- Books with ISBN/ISSN numbers with details of publishers:
  - Citation Index: None.
  - SNIP: None.
  - SJR: None.
  - Impact factor: None.
  - h-index: None.

Ms. Nisha Yadav

- Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):
  - Monographs: None.
  - Chapter in Books: None.
  - Books Edited: None.
• Books with ISBN/ISSN numbers with details of publishers:
  A book on Elementary Mathematics and Statistics for Economics
  for TYBA economics students, published by Sheth publishers in
• Citation Index: None.
• SNIP: None.
• SJR: None.
• Impact factor: None.
• h-index: None.

• Faculty as members in a) National committees b) International
  Committees c) Editorial Boards:
  Sunita Jadhav is a member of Syllabus Revision Committee, Board of

20. Areas of consultancy and income generated:
   Nil.

21. Faculty as members in a) National Committees b) International
    Committees c) Editorial Boards…
   Nil.

22. Student projects
    a) Percentage of students who have done in-house projects including
        inter departmental/programme:
        All TYBA students have to do projects for Paper VI- Indian Financial
        System and Paper IX- Export Management. The project has to be on the
        relevant topics of the syllabus. Students take up projects where they can
        apply econometric techniques and tools to have a practical understanding
        of the paper. They are trained to use ‘R’ software.
    b) Percentage of students placed for projects in organizations outside
        the institution i.e.in Research laboratories/Industry/other agencies:
        Students apply for internship programmes on their own or through the
        placement cell of the college. Department members inform students about
        various internship programmes and encourage them to take them
        internship during vacations. A talk by HDFC Life Insurance was held on
        8th August 2011, for student Internship at HDFC. Interviews were
        conducted in the college premises after which six students joined the
        internship programme.

23. Awards/ Recognitions received by faculty and students: Nil.

24. List of eminent academicians and scientists/visitors to the department:
• Ms. Kalpana Awasthi, IAS officer delivered a talk on “Preparation for UPSC exams”. This was organized in collaboration with the history department on 13th July 2012.

• Every year in the first week of July, eminent professors from International Institute for Population Sciences (IIPS) deliver a talk on population issues. Speakers like Dr Sanjay Mohanty, Dr.Bhagat, and others have visited the department.

• Rajluxmi Murthy, a faculty from IIM Bangalore was invited to campus to interact with TYBA economics students on 22nd August 2013. Students from other departments also attended the programme. The topic was “Women as management professional: A golden getaway through IIMB PGP”.

• Purv Shah, a financial consultant is invited to the department every year to conduct mock stock and lecture on the operation of financial markets and career opportunities in financial markets and services.

• Dr. Ashwini Gandhi from Hinduja Hospital was invited to deliver a talk on ‘Women’s Health & HIV’ on 14th December 2012. This was through the US Consulate. Departments of History, Sociology & Statistics collaborated with Economics department.

25. Seminars/Conferences/Workshops organized & the source of funding

a) A National Symposium on Sustainable Development & Gender was organized on 7-8 December 2011 in collaboration with the Sophia Centre for Women’s Studies and Development funded by UGC. The main speakers of the symposium included eminent people such as Ms. Anne Stenhammer, Regional Programme Director, UN Women South Asia, Ms. Medha Patkar (Activist), Prof.Maithreyi Krishnaraj, Dr.Indra Munshi (EPW),Prof.( Dr.) Veena Poonacha (RCWS), Dr.Alka Parikh (DAIICT), Prof.(Dr.) Padmini Swaminathan (TISS), Prof. (Dr.) Vibhuti Patel(SNDT),Ms.Uzma Naheed (IIWA).

b) An International Seminar on ‘Mumbai Fort: A Fountainhead of Development’ was organised on January 11-12,2013 in collaboration with the Departments of English, Education, History & Sophia Centre for Women’s Studies and Development and was funded by Dallapicollo foundation.

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>B.A.</td>
<td>203</td>
<td>180</td>
<td>180</td>
<td>96%</td>
</tr>
</tbody>
</table>

*M = Male  F = Female
Students apply for the BA programme in the First Year (after the HSC exam) with Economics as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>9</td>
</tr>
<tr>
<td>Employed</td>
<td>40%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities a) Library b) Internet facilities for Staff & Students c) Class rooms with ICT facility d) Laboratories:
Department has its own departmental library consisting of important reference books and textbooks used by faculty and students for their reference.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programme with external experts:

- **Game Theory Experiments**: BMS students from NMIMS College conducted an experiment on game theory involving students from FYBA and TYBA classes on August 23, 2012. In 2013-14, TYBA Economics students conducted game theory experiments in the FYBA, SYBA and TYBA classes.
- A workshop on **Mock Stock Exchange** is conducted every year for economics students of all classes.
- A Programme (including talks, a short film screening, a demonstration of Compost making & discussion) on “Climate Change” in collaboration with the Centre for Education & Documentation (CED) was organized on February 10, 2012.
- A session is conducted for TYBA students to interpret and understand world development reports and human development reports.
33. Teaching methods adopted to improve student learning:
   Tutorials, Extra lectures, Mock exams, PPT, Open Book Tests, Cross
   Word Puzzles, Case Study, Book Review, Quiz competitions and students’
   presentations.

34. Participation in Institutional Social Responsibility (ISR) and Extension
   activities. Nil.

35. SWOC Analysis of the department and future plans.
   **Strength:**
   - Out of box approach used for teaching the course is the department’s
     forte.
   - Teachers stimulate students to think from an economic perspective,
     changing the way they make decisions in their daily life.
   - The strength of this programme is that it provides an in-depth
     knowledge of the working of the financial market, moulding them for
     better career opportunities in finance and other related areas.
   - Papers like Introduction to Econometrics, Mathematics and Statistics
     for Economics and Investment Analysis are taught in a way to equip
     students with the tools of research and economic analysis.
   - Students are provided with comprehensive knowledge of the Indian
     Economy, ensuring that they are aware of the current economic
     scenario as well.

   **Weakness**
   - Most theories covered in the syllabus are based on unrealistic
     assumptions and belong to the classical period.
   - Inability of students to cope with the quantitative aspects of the course
     restrains teachers from exploring more practical methods.

   **Opportunities**
   - It encourages students towards entrepreneurship.
   - It can provide opportunity for undertaking projects which gives a
     greater insight in to the subject matter

   **Challenges**
   - A heterogeneous group of students, having varied capabilities makes it
     difficult to teach at a level which is understandable to all.
   - To motivate students to think intuitively.
   - To encourage students to concentrate towards the quality of answers
     rather than the quantity.

**FUTURE PLANS OF THE DEPARTMENT:**
- Explore the possibilities of staff and students exchange programmes in
  foreign universities
- Encourage students’ internship in reputed organizations.
- Encourage staff research
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: History

2. Year of Establishment: 1942

3. Names of Programmes / Courses offered: UG

4. Names of Interdisciplinary courses and the departments/units involved:
   There are no interdisciplinary courses with any other departments.

5. Annual/ semester/choice based credit system: Semester System

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc. No collaborative courses have been introduced.

8. Details of courses/programmes discontinued with reasons: Nil.

9. Number of Teaching posts:

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asst. Professor</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization,

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Sr.) A. Verghese</td>
<td>Ph.D.</td>
<td>Ex-Principal (retired)</td>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>Swarupa Kamat</td>
<td>M.A.</td>
<td>HoD, Asst. Professor</td>
<td>History</td>
<td>25</td>
</tr>
<tr>
<td>Rashna Poncha</td>
<td>M.A.</td>
<td>Asst. Professor</td>
<td>History</td>
<td>18</td>
</tr>
</tbody>
</table>

Dr. (Sr.) A. Verghese has guided one student for Ph.D and two more have registered under her.

11. List of senior visiting faculty
    There are no visiting faculty
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **Approx. 9%**.

13. Student-Teacher ratio: 128:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG:
   Given in the above table point No. 10.

16. Number of faculty with ongoing projects from International funding agencies and grants received: Luigi & Laura Dallapicolla Trust – 4500GBP (Rashna Poncha).

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc.
   and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   **Publication per faculty**
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Sr.) A. Verghese</td>
<td>12 (Book, Book review, Papers 2009-12)</td>
</tr>
<tr>
<td>Swarupa Kamat</td>
<td>01(Book)</td>
</tr>
<tr>
<td>Rashna Poncha</td>
<td>03(Book, Papers)</td>
</tr>
</tbody>
</table>

   Number of papers published in peer reviewed journals (national / international) by faculty and students
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Sr.) A. Verghese</td>
<td>11</td>
</tr>
</tbody>
</table>

   Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
   Monographs: None.
   Chapter in Books: Rashna Poncha Two
   Books Edited: Two
   Books with ISBN/ISSN numbers with details of publishers:
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Sr.) A. Verghese</td>
<td><em>South India under Vijayanagara: Art and Archaeology</em>. New Delhi: Oxford University</td>
</tr>
</tbody>
</table>
Swarupa Kamat and Rashna Poncha

‘Mumbai Socio-Cultural Perspectives: Contribution of Ethnic Groups and Communities’.

Citation Index: Dr. (Sr). A. Verghese’s work has been extensively cited by scholars of Indian Architecture. Details available during Peer Team visit.
- SNIP: None.
- SJR: None.
- Impact factor: None.
- h-index: None.

20. Areas of consultancy and income generated: Dr. (Sr). A. Verghese has been consulted for her expertise on Art and Architecture, especially of Vijayanagara. Details available during Peer Team visit.

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards….: Two. Details available during Peer Team visit.

22. Student projects
- Percentage of students who have done in-house projects including inter departmental/programme: 100%
- Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: 2 each year at Heras Institute of Indian History and Culture.

23. Awards/ Recognitions received by faculty and students

<table>
<thead>
<tr>
<th>Students</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anshika Jain (TYBA History)</td>
<td>‘The Study of a Pachtirthi Figure’ at Heras Museum” in 2010. First Prize</td>
</tr>
<tr>
<td>Devika Kerkar Jain (TYBA History)</td>
<td>‘God of War: Karttikeya’ at Heras Museum” in 2012. Second Prize</td>
</tr>
</tbody>
</table>

24. List of eminent academicians and scientists /visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding:
International: Two; funded by Luigi & Laura Dallapicola Trust

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>202</td>
<td>187</td>
<td>187</td>
<td>97%</td>
</tr>
</tbody>
</table>

*M = Male F = Female
Students apply for the BA programme in the First Year (after the HSC exam) with History as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>47</td>
</tr>
<tr>
<td>Employed</td>
<td>45%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: Institutional details given in RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes (special lectures /workshops / seminar) with external experts:

<table>
<thead>
<tr>
<th>Name of the speaker</th>
<th>Date</th>
<th>Topic of the talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Foshko</td>
<td>25/06/10</td>
<td>The Continuities of Russian Empire: Imperialist Symbolism and Institutions from Tsarist Regime to Stalin's USSR</td>
</tr>
<tr>
<td>Anna Funder</td>
<td>21/11/11</td>
<td>A reading of her books ‘Stasiland’ &amp; ‘All That I Am’</td>
</tr>
<tr>
<td>Prof. Frank Conlon</td>
<td>24/11/11</td>
<td>Bombay Trams</td>
</tr>
<tr>
<td>Ms. Taiyebah Kopty</td>
<td>16/01/12</td>
<td>M.A. syllabi of S.N.D.T. University.</td>
</tr>
<tr>
<td>Kalpana Awasthi IAS</td>
<td>13/07/12</td>
<td>A Career in UPSC</td>
</tr>
<tr>
<td>Alisha Sadikote</td>
<td>17/07/12</td>
<td>History and Heritage Tourism</td>
</tr>
<tr>
<td>Dr. Ashwini Gandhi</td>
<td>14/12/12</td>
<td>Women’s Health and HIV/AIDS’</td>
</tr>
<tr>
<td>Priyanka and her team from Energia.</td>
<td></td>
<td>Career and Guidance Counselling</td>
</tr>
<tr>
<td>Dr.(Sr.) A. Verghese</td>
<td>12/09/13</td>
<td>Vijayanagara Art and Architecture’</td>
</tr>
<tr>
<td>SCESA</td>
<td>20/12/13</td>
<td>Democracy and Citizens’ Duties’</td>
</tr>
</tbody>
</table>
Conferences:
“Mumbai – Socio-Cultural Perspectives: Contributions of Ethnic Groups and Communities” on 7th & 8th January 2011. It was organised by the Departments of History, Sociology and Maths/Statistics. The papers presented at this conference were published by Sophia College.
“Mumbai Fort: Fountainhead of Development” on 11th &12th January 2013. It was organised with the English, Economics and Education Departments.

33. Teaching methods adopted to improve student learning:
Used Audio-visual aids, ICT, Field trips, Poster exhibitions, Films and documentaries during lectures.
Preparing study material including maps.
Encouraging group presentations
Using Using Facebook as a tool to disseminate information

34. Participation in Institutional Social Responsibility (ISR) and Extension activities. Nil.

35. SWOC analysis of the department and Future plans:
**Strengths:** Providing an enriching learning experience and encouraging the development of transferable skills; students from diverse backgrounds.

**Weaknesses:** University prescribed rigid and repetitive syllabi; changes in the evaluation method leading to differing systems in consecutive years; piecemeal implementation of the credit system; commercialization of learning.

**Opportunities:** Using modern technology more effectively; equipping students with better skills.

**Challenges:** Convincing students that learning is not utilitarian but holistic; persuading students that even if marriage may deprive them of opportunities, a good education may create them.

**FUTURE PLANS:**
Continuing to make the subject meaningful. Planning a more varied and challenging syllabi, if the college gets autonomy.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: Political Science

2. Year of Establishment: 1950

3. Names of Programmes / Courses offered: UG

4. Names of Interdisciplinary courses and the departments/units involved: Gandhism

5. Annual/ semester/choice based credit system: Semester System

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   No collaborative courses have been introduced.

8. Details of courses/programmes discontinued with reasons: Nil.

9. Number of Teaching posts:

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. / Ph.D. / M. Phil., etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of years of experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Paul Rozario</td>
<td>MA, MPhil, PhD</td>
<td>Assistant Professor</td>
<td>International Relations</td>
<td>18 years</td>
</tr>
<tr>
<td>Ms. Shahnaz Shaikh</td>
<td>MA, MPhil</td>
<td>Assistant Professor</td>
<td>N.A.</td>
<td>5 years</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
   There are no visiting faculty.

12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are no temporary faculty.
13. Student -Teacher Ratio (programme wise): - 83: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.
   Given in the table above point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   a) Publication per faculty
      **Dr. Paul Rozario**
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers: None.
      - Citation Index: None
      - SNIP: None
      - SJR: None
      - Impact factor: None
      - h-index: None
      - **Article:** Role of Alternative Media/Participatory Media in Development published in Journal of International Conference on “Information and Communication for Development- Reach, Impact, Challenges and Opportunities” on October 6th, 2012
organised by NES RATNAM COLLEGE of Arts, Science And Commerce, Mumbai.

20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards…
Nil.

22. Student projects:
a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards / Recognitions received by faculty and students: Nil.

24. List of eminent academicians and scientists /visitors to the department. Nil.

25. Seminars/Conferences/Workshops organized & the source of funding

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>100</td>
<td>92</td>
<td>92</td>
<td>92%</td>
</tr>
</tbody>
</table>

*M = Male  F = Female
Students apply for the BA programme in the First Year (after the HSC exam) with Political Science as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.

**NET:** Three, **SLET:** One

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>6</td>
</tr>
<tr>
<td>Employed</td>
<td>70%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: Institutional details given in RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts. Nil.

33. Teaching methods adopted to improve student learning:

- **Instant Recall** for SYBA & TYBA students: a) Involves use of Blackboard, Handout Material to highlight Main Points of the Lecture. b) Delivery of Lecture with constant reinforcing emphasis on the Main Points. c) At the end of the Lecture, students write points they can recall.

- **Mock Parliament** and Intra-Class Role Playing **Simulation Exercises** for FYBA and SYBA students. This involves research and preparation regarding Policy, Practice & Personality of the Politicians and their Official Positions, Functions, Powers & Role. The Play Acting and Simulation is followed by class discussion.

- **Power Point Presentations, Documentaries, and Movies** are shown followed by discussions and analyses. The Internet is used frequently for resource material for Lectures, Seminars and Paper Presentations which are part of the College Internal Assessment and University Project Scheme.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities. Nil.

35. SWOC analysis of the department and Future plans

- **Strength:** Strong and abiding love for the subject, commitment to teaching.
- **Weakness:** ICT Infrastructure and training.
- **Opportunities:** Training future career bureaucrats, diplomats, researchers.
- **Challenges:** Achieving goals of excellence in education.

**FUTURE PLANS**

To encourage students towards more meaningful and socially oriented career options.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: Philosophy

2. Year of Establishment : 1941

3. Names of Programmes / Courses offered: Under Graduate

4. Name of Inter-disciplinary courses and departments/units: Foundation Course for FYBA and SYBA

5. Annual/ semester/choice based credit system: Semester

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued with reasons: Nil.

9. Number of Teaching posts:

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>02</td>
<td>02</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

    | Name            | Qualification | Designation     | Specialisation              | No. of years of experience |
    |-----------------|---------------|-----------------|-----------------------------|---------------------------|
    | Dr. Trevor Allis| PhD           | Asst. Professor | Analytic Philosophy         | 20                        |
    | Dr. Roymon T.C. | PhD           | Asst. Professor | Comparative Philosophy, Epistemology | 07                        |

11. List of senior visiting faculty
   There are no visiting faculty

12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are no temporary faculty.
13. Student -Teacher Ratio : 80:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
   The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with D.Sc./D.Litt / PhD/ MPhil / PG:
   Given in the above table point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
   There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   a) Publication per faculty
      Dr. Trevor Allis
      • Number of papers published in peer reviewed journals (national / international) by faculty and students:
        “Are There Limits to Doubt?” in Indian Philosophical Quarterly Vol. 39 No.1-2 January-June 2012.
      • Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      • Monographs: None.
      • Chapter in Books: None.
      • Books Edited: None
      • Books with ISBN/ISSN numbers with details of publishers: None.
      • Citation Index: None
      • SNIP: None
      • SJR: None
      • Impact factor: None
      • h-index: None

   b) Publication per faculty
      Dr. T.C. Roymon
Number of papers published in peer reviewed journals (national / international) by faculty and students:
Published "The Peace Programme in Kant’s Perpetual Peace: A Philosophical Sketch", in Indian Journal of Secularism, Vol.18, No.1, Mumbai: CSSS ISSN.No.66034/97

Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):

Monographs:
- Can there be A Comparative Philosophy? at the Afro-Asian Philosophy Conference, Mumbai 2010-2011
- ‘Corporate Ethics' at the In Round Table in ICPR-sponsored-College Teachers’ Meet and Workshop on Classical and Applied Ethics at Dept. of Philosophy, Mumbai University on 26th March 2013

Chapter in Books: Given in RAR.

Books Edited: None.

Books with ISBN/ISSN numbers with details of publishers: None.

Citation Index: None.

SNIP: None.

SJR: None.

Impact factor: None.

h-index: None.

20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards…
Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter-departmental/ programme: Nil.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students
Dr. T.C. Roymon
- PhD in Philosophy -Research Degree achieved on 30 April 2012: On
Transcendental Idealist Method in Epistemology of Kant and Shankara: A Comparison

- Two Senior Research Fellowships of Centre for Study of Society and Secularism, Mumbai (2011-2012)
- Junior Research Fellow of Indian council of Philosophical Research, New Delhi (2009-10 & 2010-11)

24. List of eminent academicians and scientists/visitors to the department. Nil.

25. Seminars/ Conferences/Workshops organized & the source of funding
   - National Conference on Philosophy and Religion 18th-19th December 2012 at Sophia College, Mumbai sponsored ICPR: Rs. 75000/- and ICHR: Rs. 45000/-
   - FYBA Syllabus Review Workshop on 08th April 2011 at Sophia College funded by BUCDC

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>125</td>
<td>113</td>
<td>113</td>
<td>95%</td>
</tr>
</tbody>
</table>

*M = Male F = Female

Students apply for the BA programme in the First Year (after the HSC exam) with philosophy as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>UG to PG</td>
<td>7</td>
</tr>
<tr>
<td>Employed</td>
<td>55%</td>
</tr>
</tbody>
</table>
30. Details of Infrastructural facilities
   a) Library  b) Internet facilities for Staff & Students  c) Class rooms with ICT facility  d) Laboratories: All the facilities mentioned above are available. Details available in the RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.

33. Teaching methods adopted to improve student learning: Tutorials and Extra lectures, Mock exams, PPT, Group Discussions, Group Quizzes

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:
The department has organised Field Trips like Beach Cleaning Drive (Chowpatty Beach), Nature Appreciation Camp-cum-trail to Sanjay Gandhi National Park and Saguna baugh.

The department has organised Workshops on Leadership for Peace and Conflict Intervention, Gender Justice and Human Rights, Student Leadership for Peace, Yoga for Health and Domestic Violence.

The activities under Ananya organised were Street-Play on Love, Oneness and Co-existence, Talk on Sex Determination and Female Foeticide and a Career Talk by Dr. Amar Jesani.

35. SWOC analysis of the department and Future plans
   Strengths:
   • Experienced and well qualified teaching faculty.
   • Offers single and double majors in philosophy.
   • Is able to attract a large pool of students at the entry level (FYBA).
   • Varied research approaches, good collaboration between approaches.

   Weaknesses:
   • Lack of core funding for continuous and comprehensive research.
   • Insufficient efforts in some traditional core areas of philosophy.
   • Lack of support services for research.

   Opportunities:
   • Flexible and creative collaboration with other scientific disciplines.
   • Opportunities created by societal and scientific change for new philosophical research initiatives.
• Development of add-on courses in the Science and Arts disciplines.

Challenges:
• To increase and retain admission intake to TYBA single and double major philosophy.
• To establish academia-industry interface so as to make philosophy relevant and an employability skill.
• To create innovative and contemporary syllabus that reflect the growing concerns that emanate from the social and political world on the one hand and from science and technology on the other.

FUTURE PLANS
To promote the importance of the subject in the current scenario and its role in career options.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department Psychology

2. Year of Establishment: 1976

3. Names of programmes/Courses offered: Under Graduate

4. Names of Interdisciplinary courses and the departments/units involved: There are no interdisciplinary courses with any other departments.

5. Annual/semester/choice based credit system: Semester System

6. Participation of the department in the courses offered by other departments: M.Sc. Life Sciences Part II, Sophia Centre for Women’s Studies and Development.

7. Courses in collaboration with other universities, industries, foreign institutions, etc. No collaborative courses have been introduced.

8. Details of courses/programmes discontinued with reasons

9. Number of Teaching posts

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professors</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aninha Lobo</td>
<td>Ph.D, M.Phil., M.A., B.Ed.</td>
<td>Associate Professor</td>
<td>Educational &amp; Counseling Psychology</td>
<td>32 years</td>
</tr>
<tr>
<td>Jennie Mendes</td>
<td>Ph.D, M.Phil, MA, DHE</td>
<td>Associate Professor</td>
<td>Educational &amp; Counseling Psychology</td>
<td>29 years</td>
</tr>
<tr>
<td>Patricia D’Souza</td>
<td>MA</td>
<td>Assistant Professor</td>
<td>Clinical Psychology</td>
<td>8 years</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty
There are no visiting faculty

12. Percentage of lectures delivered and practical classes handled by temporary faculty
   There are no temporary faculty.

13. Student-Teacher Ratio
   a. FYBA 100:1
   b. SYBA 65:1
   c. TYBA S/M 24:1
   d. TYBA D/M (inclusive of S/M) 65:1

14. Number of academic support staff (technical) and administrative; sanctioned and filled: 01 Laboratory assistant.

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG: Given in the table point No. 10.

16. Number of faculty with ongoing projects from a) National b) international funding agencies and grants received
    DR. ANINHA LOBO: DST-CSI (01)

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
    There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
    There is no facility.

19. Publications:
   a) Publication per faculty
      • Number of papers published in peer reviewed journals (national / international) by faculty and students: Dr. Aninha Lobo: 01 Ms Jennie Mendes: 10
      (Details to be given to the Peer Team).
      • Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      • Monographs: None.
      • Chapter in Books: Dr. Aninha Lobo: 1 Ms Jennie Mendes: 1.
      • Books Edited: None
      • Books with ISBN/ISSN numbers with details of publishers: None.
      • Citation Index: None
      • SNIP: None
      • SJR: None
20. Areas of consultancy and income generated:
   Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards ....... **Ms Jennie Mendes: 2**

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students
   - Student won awards for their presentation of research papers at Trishool: a Psychology Research Convention for students / the annual intercollegiate research paper presentation competition organized by Smt. P.N. Doshi Women’s College of Arts, (Ghatkopar) affiliated to S.N.D.T. Women’s University, Mumbai. The students were guided by Dr Aninha Lobo.
     - February 2011: Theme ‘Old Age and Related Issues’
       - Bhakti Pande, Binita Modi, Annika Panikker: Paper on ‘Old Age – Easy or hard to Live’ Awarded the second prize.
     - February 2014: Theme ‘Issues Related to Women’
       - Oorvi Ranadive, Teetash Singhal, Rhea Alok: ‘Male Perception of Women in the Workplace’ Awarded the third prize.
     - P. Sharma & M Sayyad of TYBA were guided by Ms. Jennie Mendes for a research paper presentation on Post partum blues at Masina Hospital Oct 2012 during the mental health week. They won the first prize for the same.

24. List of eminent academicians and scientists/visitors to the department
   **List is given below under student enrichment programmes.**

25. Seminars/Conferences/Workshops organized & the source of funding
   - National Seminar: **She Can and She Will: Redefining Boundaries**
     - **January 24, 2013** funded by ICSSR (WRC)
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M *F</td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>300</td>
<td>209</td>
<td>209</td>
<td>97%</td>
</tr>
</tbody>
</table>

*M = Male F = Female

Students apply for the BA programme in the First Year (after the HSC exam) with Psychology as one of the subject.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>50</td>
</tr>
<tr>
<td>Employed</td>
<td>50%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities: Institutional details given in RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR.

32. Details on student enrichment programmes with external experts

The department has invited several experts to share their experiences and enrich the knowledge of the students.

- August 29, 2009: Trishita Chaudary Mathew (ex-student, pursuing Ph.D at Bond University, Queensland, Australia) spoke on ‘The
Influence of Work Motivation, Personality and Culture on Performance’.

- August 27, 2010: Trishita Chaudary Mathew (ex-student, pursuing Ph.D at Bond University, Queensland, Australia) presented the findings of part I of the research on ‘The Influence of Work Motivation, Personality and Culture on Performance’.

- December 16, 2010: Self and the Challenge of Relationships: Trust, Betrayal and Beyond (talk cum discussion based on the award winning film: Arth) Resource person: Dr. (Fr.) Anthony D'Souza S.J. Director, Premanjali Counselling Services, Ohio, U.S.A.

- December 20, 2010: Dr. Chandan Vaidya (Alumni, Department of Psychology, Professor of Psychology, Georgetown University, U.S.A. on her research on ‘High Functioning Children with Autism’.

- January 12, 2011: Dr. Zahra Hussain (Alumni, Psychology, Research Fellow - The University of Nottingham, School of Psychology, U.K.) on her research on ‘Perceptual Learning: Possible Application to Amblyopia and Macular Degeneration’.

- February 28, 2011: Pursuing higher education in U.S.A with Mr. Craig Hines from the Adler School of Professional Psychology.

- Ananya 2011-12: Dr. Vibha Krishnamurthy, Medical Director, N.G.O. ‘Ummeed” oriented students to challenges faced by autistic children.

- 2011-12: Ms. Neha Gothe (Doctoral student, Department of Kinesiology and Community Health, University of Illinois, U.S.A.) on ‘Exercise, Fitness and Health: Measurement and Research’ related to Health Psychology.

- 2011-12: In collaboration with the Department of Life Sciences a talk on. ‘Functional MRI’ ‘Mapping the Brain with MRI’ Dr. Wayne Lee Physicist Hospital for Sick Kids, Toronto Canada


33. Teaching methods adopted to improve student learning

- Discussions/debates/email groups discussion/film discussions/Coglab experiments/experiential exercises/simulations/case study discussion.

- Group mini researches/paper writing and presentations/classroom exercises/book reviewing/group exercises, rural camps.

- Independent learning is encouraged through reference reading/summary preparation of topics/collection of newspaper and magazine articles.

- Creative expression through skits, dance, mime, videos. Scientific temper is encouraged in all aspects of student life.
- Virtual laboratories are used like MyPsychLab, MyDevelopmentLab, Live Psych, CogLab, PPTs Videos Film discussions
- Ex students talking about their work world/vocational counseling /Foreign studies admission procedures are discussed for all Psychology undergraduate students.

34. Participation in institutional Social Responsibility (ISR) and Extension activities:
Under Ananya the following events were organised to motivate students to social awareness.

**2009-10:**
- The screening of 'Provoked' and discussion by Ms. Gopa Khan.
- January 16, 2010: A Session on Resume Writing, Group Discussion, Personal Interviews ‘Increase Your Chances of Selection’ in collaboration with Chitale’s Personalised Learning Centre (CPLC).

**2011-12:**
- Organized in collaboration with NSS for FYBA Psychology students, 3 sessions with *Arpan, an NGO that works with ‘Child Sex Abuse’*
- A talk “*Human Trafficking: Moving Beyond*” by Mr. Roque Coutinho from the N.G.O ‘Justice and Care’.
- NGO Childline: Training Session to create awareness of child sex abuse in schools in 2013
- NGO ‘The Akanksha Foundation’ The freedom to teach, the power to learn)
- Ms. Puja Talesara (Guest – Consultant at the HR Practice) Presentation: Manpower planning/Talent management – simulation of tele-interview and panel interview.
- A dementia care awareness workshop “Decoding Dementia”- was organized with NGO Echoing Healthy Ageing
- Dr Savita Apte : Brief workshop on Rational Emotive Behaviour Therapy (REBT) November 2010
- Gender Sensitization workshops till 2013 with NGO Population First: Dr. Sharada
- Mrs. Seema Redkar, Incharge of Solid Waste Management in the Bombay Municipal Corporation, Awareness Session on Solid Waste Management July 29 2012

35. SWOC analysis of the department and Future plans

**Strengths:**
- Wide range of extension, co-curricular and extra-curricular activities related to goals of the college and theme of the year
- Student-centered, application based teaching
- Integration of teaching and research.
- Mentoring of student research.
• High success rates in examinations as compared to University results.
• Representation on Board of Studies contributing to curriculum design and implementation.
• Student feedback analyzed and used for improvement in all processes.
• ICT enabled teaching.
• Coverage of topics is beyond the syllabus
• Networking with Professionals and Alumni
• Inter disciplinary/interdepartmental learning.

Weakness:
• Limitation of space.
• Excessive demands of the credit system in the light of ever increasing student-teacher ratio.
• More need to be done to publicize the department and college.

Opportunities:
• Streamlining collaborations and consultancy, strengthening academia-industry linkages, collaborative research with research institutions.
• Organize Career Fairs at SYBA, showcase unconventional career choices and facilitate choice of careers.
• Enhance Campus Recruitment.
• Encourage student internships at FYBA and SYBA levels.

Challenges:
• Keeping pace with the demands of the credit system with large classes.
• Wide range of student knowledge and ability stemming from open admission policy.
• Sustaining quality along with easy access to subject of choice at FYBA.
• Generation of resources for upgradation of infrastructure for IT enabled classrooms

FUTURE PLANS:
• Taking Opportunities forward
• Mental Health Awareness
• Soft skills training through Energia Well-Being
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department Mass Media Department (BMM)

2. Year of Establishment: 2003

3. Names of Programmes / Courses offered: Undergraduate (Bachelor of Mass Media)

4. Names of Interdisciplinary courses and the departments/units involved:
There are no interdisciplinary courses with any other departments.

5. Annual / semester / choice based credit system – Semester System.

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued with reasons: Nil.

9. Number of Teaching Posts: Not applicable as the course is unaided.

<table>
<thead>
<tr>
<th></th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>N.A</td>
<td>N.A</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>N.A</td>
<td>N.A</td>
</tr>
<tr>
<td>Asst. Professors</td>
<td>N.A</td>
<td>N.A</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialisation (D.Sc. / D. Litt. / Ph.D. / M.Phil. etc.):

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialisation</th>
<th>No. of Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. M. Colaco</td>
<td>Ph.D</td>
<td>Coordinator</td>
<td>English</td>
<td>48</td>
</tr>
<tr>
<td>Ms. Gayatri Srivastava</td>
<td>MMC, PG Diploma in English Journalism</td>
<td>Lecturer</td>
<td>Journalism</td>
<td>17</td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: Ms. T. Canteenwalla, Mr. Tapan Mody, Ms. Grace Pereira, Ms. H. Steven, Mr. Floyd Gracias, Ms. Harini Calamur,
Ms. Reena Agrawal, Mr. Allan Colaco, Ms. Sharmila Joshi, Ms. Lina Mathias, Mr. Vilas Rodrigues, Mr. Hemant Kombrabail

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Approx 85%

13. Student-Teacher Ratio: = 8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received. There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University There is no facility.

19. **Publications:**
a) Publication per faculty
   - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
   - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
   - Monographs: None.
   - Chapter in Books: None.
   - Books Edited: None.
   - Books with ISBN/ISSN numbers with details of publishers: None.
   - Citation Index: None.
   - SNIP: None.
   - SJR: None.
   - Impact factor: None.
   - h-index: None.
20. Areas of consultancy and income generated:
Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards…
Nil.

22. Student projects:
a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards / Recognition received by faculty and students:
Fellowship Study: Gayatri Srivastava, Nandita Dutta and Shruti Parmar in 2011 and 2012 were awarded a 5 week fellowship to visit the US. It was fully funded by the US government, under their scheme ‘Study of US Institutions’ (SUSI).
Two of our students have been University rank holders – Sohini Dey and Sohini Mitter, TYBMM Journalism 2009

24. List of eminent academicians and scientists / visitors to the department:
Each Saturday, academicians, media experts and other distinguished persons are invited to address the BMM students. Enrichment speakers are Ram Madhwani (advertising filmmaker), Kiran Nagarkar (author and playwright), Naresh Fernandes (journalist and author), Deepa Thomas (Public Relations expert), Jerry Pinto (journalist and author), Adi Pocha (ad filmmaker), Shrikrishna Bharambe (Brand Building professional), Gangadharan Menon (Creative head advertising, and multiple national award winner), Annie Griffiths, (National Geographic Magazine photographer) Dr Jan Leach, Professor Kent State University, (Women’s issues) etc.

25. Seminars / Conferences / Workshops organised & the sources of funding
National:
- ‘Mumbai in Literature, Art and Film’ (January 2011), organised in collaboration with the department of English and the Sophia Centre Women’s Studies and Development.
- ‘Women’s Voices, Women’s Spaces’ (January 2013)

26. Student Profile for the BMM programme (year wise):

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications received</th>
<th>Selected</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>411</td>
<td>60</td>
<td>98.00%</td>
</tr>
<tr>
<td>2011</td>
<td>360</td>
<td>60</td>
<td>98.00%</td>
</tr>
<tr>
<td>2012</td>
<td>310</td>
<td>60</td>
<td>94.41%</td>
</tr>
</tbody>
</table>
27. Diversity of Students: (This has been the distribution of students for BMM programme during the last five years.)

<table>
<thead>
<tr>
<th></th>
<th>% of students from the same state</th>
<th>% of students from other states</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>24%</td>
<td>75%</td>
<td>1%</td>
</tr>
<tr>
<td>2014</td>
<td>28%</td>
<td>69%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil.

29. Student progression:

<table>
<thead>
<tr>
<th>Student Progression</th>
<th>Against % Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.G. to P.G.</td>
<td>50% +</td>
</tr>
<tr>
<td>Employed</td>
<td>Approximately 30% through corporate and others</td>
</tr>
<tr>
<td>● Campus selection</td>
<td></td>
</tr>
<tr>
<td>● Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship / Self-employment</td>
<td>Approximately 50%</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities:

Centralised Library and Departmental collection of:
- Approx. 400 films (kept in the library).
- Reference books available in BMM Office.
- Selection of good projects of previous years is available as a point of reference in the BMM Office.
- Internet facilities for staff and students.
- Computer Lab is available to the BMM students. Personal laptops are allowed for specialised TYBMM courses such as Advertising Design and Newspaper and Magazine Making.
- Classrooms with ICT facility: Four. The two BMM offices have computers and printers.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Every Saturday, after lectures, the BMM department organises sessions as a part of the ‘Enrichment Programme’, a vital link between professionals from different media disciplines (artists, award-winning filmmakers, seasoned journalists and editors, marketing heads, copywriters, PR professionals and entrepreneurs, acclaimed authors and poets, theatre
personalities, brand management experts etc.) and our students. The experts deliver lectures/make presentations on key topics, followed by an interactive Q&A session with students from all three years of the programme. The aim behind this activity is to open their eyes to the myriad possibilities that the professional world has to offer, and its attendant demands on those seeking to pursue serious careers in the media.

33. Teaching methods adopted to improve student learning:
   The aim of the course is to equip students with the necessary theoretical background and practical skills to become effective media professionals. It is an integrated programme that exposes students to an amalgamation of subjects from the Humanities and Social Sciences as well as media-based subjects like Mass Communication, Photography, Public Relations, Advertising, Journalism, Cinema, Cultural Studies, Media Studies, Media Research etc. The students specialise in Advertising or Journalism in the final year of the programme; however the goal of the programme is to make them potentially employable in any media related industry.
   In the BMM department of Sophia College, we stress on a healthy and judicious blend of traditional and modern (ICT) teaching methods. Teachers are encouraged to make the discussions in class interactive in order to facilitate a more vibrant teaching-learning atmosphere, and keep the students engaged in the subject taught in class. This also enables the students to ask more questions, wrestle with new ideas and arguments, encounter points-of-view different from their own, and comprehend topics taught in a more nuanced fashion.
   In order to teach them argumentation and articulation, we encourage the students to give us written responses on certain topics, and also look at pre-submission drafts of their academic assignments to give them the opportunity to improve on their work. In addition, we conduct mock-tests to give the students a sense of how to approach exam questions. Their corrected tests papers are shared with them, so they can review their performance with concrete comments and suggestions from the teacher.
   First and Third Year students are sent for offsite seminars along with teachers and resource persons with sessions on psychological motivation and problem resolution. On occasion, students have also been taken on guided tours of Museum exhibits in Mumbai, or culturally relevant sites in the city like Banganga, to allow them to experience and appreciate concepts more viscerally.
   Finally, we believe in adopting a personalised approach towards our students. All the staff members know each student individually, and are always willing to help the less able, or those with learning difficulties. The results are carefully monitored, with an emphasis on consistent
performance. Our entire system is transparent, and students are assured of fair and objective treatment in all matters academic and personal.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities. Nil.

35. SWOC analysis of the department and future plans:

**Strengths:**
- The BMM Programme offered by the University of Mumbai, has an integrated orientation, introducing students to a variety of subjects over a span of three years.
- Power Point presentations, film screenings etc.; take the students out of the classroom and enable them to engage with the ideas discussed during the lectures. Through additional research in the library; writing academic papers and feature articles; making presentations; scripting, producing and editing short films etc. enables the students to cultivate key soft skills like ideation and out-of-the-box thinking, speed reading and comprehension, research and note-making, written and verbal presentation, interpersonal skills and man-management, proficiency in design and editing software etc.
- Different subjects are taught by qualified teachers within the department, and a roster of visiting lecturers, all of whom have sound academic and professional credentials. As the programme has a professional orientation, the department has placed a consistent emphasis on discipline, both within the classroom, matters of punctuality and meeting crucial submission deadlines.
- Our Library resources comprise books and films worth Rs. 4.5 lakhs. Over the years we have acquired almost 500 film titles in DVD, which are regularly used by faculty members of the department for screenings in class.
- We emphasise student participation in co-curricular activities of the college in the interest of their holistic development. BMM students form a significant part of the student work force that organises ‘Kaleidoscope’, the annual intercollegiate festival. They also actively participate in ‘Ananya’, our winter intercollegiate festival that serves as a platform to discuss and highlight key issues identified by the Sophia faculty through our ‘theme of the year’.
- The BMM department runs a spirited Photography Society which organises workshops and lecture-demonstrations by industry experts, photography walks, contests and exhibitions, for its members. The department also has its own Film Society which organises weekly film screenings for the BMM students, and also curates annual mini documentary film festivals where students get to interact with acclaimed filmmakers.
• We also put out a fortnightly wall-newspaper called *Sapheneia*, put together entirely by an editorial team run by the students of the programme. Advertising and Journalism majors take charge of alternating editions of the wall newspaper, deciding on new themes, producing and editing content, and designing the visuals and layout of the newspaper.

• In keeping with the University’s desire to combine classroom teaching-learning with on-the-field training, we encourage all our students to work as interns in media organisations during their summer and term breaks. This compels them to experience first-hand the nature and structure of a professional environment. With the programme now being established and recognised, media organizations regularly approach us with openings for internships and positions. We are also in touch with our alumnae, many of whom are employed with different media companies, and send us information regarding job opportunities for current graduates. Once a year, we dedicate a session of our Enrichment programme (discussed in detail in Answer 32) to an interaction between our present and former students. We invite well-placed alumnae to discuss their academic and professional insights with present-day students, so the latter understand what the working world expects of them.

• Every year, we organise an Open Day, where parents and/or guardians of students from all three years interact with teachers in the department and get honest feedback on their children/wards’ academic and co-curricular performance. The BMM programme is extremely rigorous and makes physical and mental demands on the students in equal measure. We encourage students to get psychological counselling at the College Counselling Centre to help them cope with the stress of submissions and exams.

• As a value-add to our final year students’ résumés, we offer eight-session Advanced Software Skills workshops in collaboration with Indikore, a media consultancy, in the fifth semester of the programme. The Advertising majors are taught desktop software like Corel Draw and Adobe Photoshop, while the Journalism majors learn Quark Xpress and Adobe Photoshop. These workshops are conducted in the College computer laboratory, by trained professionals, at minimal cost to the students.

• A well-qualified and committed teaching faculty.
• Focus on women’s education.

**Weaknesses:**

• The constraints of a syllabus that is designed by the University, and in many ways not acceptable.
Lack of motivation and unwillingness to work as required in a media course in a section of the students.

Difficulty in instilling discipline and punctuality.

Opportunities:
- The BMM programme at Sophia College attracts students from different parts of the country, with diverse cultural, linguistic and economic backgrounds. The programme accommodates students from different disciplines — Arts, Science and Commerce — each of which imbues the students with different knowledge bases, skill sets and sensibilities. It also gives us the opportunity to inculcate a sense of Indian national integrity.
- The programme allows the faculty to bring in various professionals who can interact with students to create an awareness of the working world.
- The class size is much smaller than that in the arts and science courses encouraging us to use more interactive methods of teaching.

Challenges: (As perceived by the teaching faculty)
- The cultural diversity of the students presents challenges: it calls for tremendous sensitivity on the part of the department to ensure that outstation students settle into a new city and a new ethos comfortably, and, more importantly, that the class dynamic remains healthy and driven towards learning and mutual understanding between students. We also conduct bonding sessions between freshers and seniors so the new students get an opportunity to mingle with their peers and seniors, and are welcomed into the ethos of the College and the programme.
- Further, students are exposed to 12 different subjects / papers every year, (36 in all over three years); while most of these are at an introductory-level, it can stretch a student’s imagination to make connections between seemingly different subjects like Economics, Cultural Studies, and Financial Management in Advertising. One of our big tests is to present those links in a coherent and interesting fashion.
- Another vital challenge is to try to work within the guidelines of the syllabus, and yet nudge the students towards engaging with important ideas and issues that impact the world outside every day. To that end, we work very hard to identify qualified visiting and guest faculty with a passion for teaching, who can bring each subject alive in the classroom. As a self-financing (unaided) course, however, we have no financial support from the UGC, which constrains our economic resources. The course fee is inadequate in the face of general inflation, compromising the remuneration of visiting staff. Given 48 different papers, it becomes difficult to find competent visiting faculty for each
paper. Industry professionals are not able to give of their time consistently, and the remuneration is too low to attract the truly qualified and proficient teachers.

- Finally, we also liaise with the Board of Studies of the BMM programme, in addition to faculty of other colleges, to ensure that our department stays on top of any prescribed modifications in the syllabus, marking / grading and general course-related administration.

**FUTURE PLAN**

We plan to increase collaboration with other colleges to enhance the academic input, as we want to further involve media professionals and media organizations to ensure that our graduates are fully equipped and prepared for their immediate careers.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: Zoology
2. Year of Establishment – 1952
3. Names of Programmes / Courses offered - UG- First & Second Year
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual / semester / choice based credit system – Semester
6. Participation of the department in the courses offered by other departments: Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.
8. Details of courses/ programmes discontinued (if any) with reasons : No courses have been discontinued.
9. Number of teaching posts : FIVE

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Roshan D'Souza</td>
<td>M.Sc. Ph.D.</td>
<td>Assistant Professor</td>
<td>Animal Physiology</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Ms. Sandhya Kadiru</td>
<td>M.Sc.</td>
<td>Assistant Professor</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 0%
13. Student-Teacher ratio (programme wise) : UG : 20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Two attendants.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   Rotary Mid-Town Smt. Sumittradevi Jatia Research Award: Rs. 5000/- for the year 2010-11. For Environmental risk assessment of Nonsteroidal Anti-Inflammatory Drugs (NSAIDS)
   In-house Minor research grant: Dhandevi Mahindra Research Grant: Rs. 60,000/- for the year 2013-14. Title: Histological Study of Various Organs of Zebrafish, Danio sp.

18. Research Centre / facility recognized by the University: Suman Tulsiani Centre for Research

19. Publications:
   a) Publication per faculty : Dr. Roshan D’Souza - 3
      Ms. Sandhya Kadiru - 1
   Number of papers published in peer reviewed journals (national / international) by faculty and students:
      • Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):
      • Monographs:Nil
      • Chapter in Books:Nil
      • Books Edited: Nil
      • Books with ISBN/ISSN numbers with details of publishers:Nil
      • Citation Index: Nil
      • SNIP: Nil
      • SJR: Nil
      • Impact factor: Nil
      • h-index: Nil

20. Areas of consultancy and income generated: Nil.
21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil

22. Student projects: 70% (approx)

**Dr. Roshan D’Souza** guided the following EXSP projects:
- 2010-11: Study of regeneration of caudal fin during the larval stages of zebra fish (Research)
- 2011-12: Hyperthymesia (Literature survey)
- 2012-13: Study of seasonal variations in metabolic parameters in Gold spotted anchovy fish, Coilia dussumieri (Research)
- 2013-14: Computational geonomics (Literature survey)

**Ms. Sandhya Kadiru** guided the following students in EXSP Projects
- Ms. Leandra Fernandes and Ms. Pearl Rodrigues for presentation on Synthetic Life (2010-2011)
- Ms. Brucena Barretto and Ms. Stephanie Mascarenhas for seminar presentation on Bt Crops (2010-2011)
- Ms. Anjum Sarigat for seminar presentation on Bt Crops (2010-2011)
- Ms. Ulrica Almeida for seminar presentation on Angioplasty (2012-2013)
- Ms. Shahina Shaikh and Ms. Mehvish Mansuri for seminar presentation on Effects of different cooking methods on Iodine losses in food (2013-2014)
- Ms. Aqsa Sadik for Literature Survey on Stem Cells (2013-2014)
- Ms. Pritam Pandhare for Literature Survey on Wines (2013-2014)
- Ms. Pruthvi Aroskar for Literature Survey on Chocolates (2013-14)

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil.

24. List of eminent academicians and scientists /visitors to the department :

**2009-10**
- Mr. Rishbah Shah: **Ignorance: Not a Bliss** an Interactive session on Muslim and Hindu Marriage law.
- Workshop based on Genetically Modified Food Crops by Dr. Goldin Quadros, Former Interim State Director, WWF, Mumbai

**2011-12**
- Ruben Mascarenhas from NGO Yuva Satta – Interactive session – Eves against teasing.
2012-13
- Cancer Awareness amongst youth – Hazards of Smoking and Tobacco chewing by Dr. Amit Gandhi, Oncologist and Surgeon at Bombay Hospital
- Dangers of Genetically Modified Food Crops – NGO called India for Safe Foods – ASHA by Geeta Jhamb

2013-14
- Lakshmikant Deshpande from Recyclekaro.com – explained about recycling paper, disposal of ewaste at campus level

25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National: Nil
   b) International Conference: Nil

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc(FY with Zoo)</td>
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<td>135</td>
<td>0</td>
<td>45</td>
</tr>
</tbody>
</table>

*M = Male F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>NA</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
</tbody>
</table>
30. Details of Infrastructural facilities:
   a) Library: The department has a in-house library with 42 books that are used by students and faculty for reference.
   b) Laboratories: Well equipped Laboratory for undergraduate teaching

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts: Details will be given to the Peer team when they visit

33. Teaching methods adopted to improve student learning:
   - Quizzes are conducted on topics related to the subject. Field excursions are arranged in order to enhance appreciation of nature and ecosystem
   - Students participate in putting up informative posters under the activities of ZOOBUZZ.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: We have been participating in the Municipal School Project in collaboration with NSS since 2009 till 2012

35. SWOC analysis of the department and Future plans.

**Strengths:**
   - We believe in establishing a good rapport with our students through interactions and have always made an effort to foster participation of the students during regular lectures.
   - We are very approachable to students even outside the classroom in case of their academic difficulties and help the late admitted students with the studies that they might have missed.
   - During regular classes and practicals, the reference books from the department library are shown to the students for illustrations, diagrams etc, which further helps in motivating the students to do reference work.
   - We encourage students to take part in college extracurricular activities like Ananya, Kaleidoscope, Sports day, College day, EXSP and NSS activities.
• We insist on maintaining cleanliness in the laboratory and try to nurture amongst our students, the sense of belonging to the department and the college.
• We have started the information board called ZooBuzz which gives the student the opportunity to do some interesting write-ups on various animals.

Weaknesses:
• The department has two staff members. We are not able to organize many different activities as the syllabus completion is always a priority.
• Since we do not teach the third year, we cannot be a part of our Board of Studies, syllabus framing committees, etc. at the University level.

Opportunities:
• Students with higher merit amongst those admitted in the FYBSc choose Zoology as one of the subject choices, namely, Chemistry/Microbiology/Zoology and Life Science/Zoology/Maths.
• Students, who take Zoology at the second year, by default, get either Microbiology or Life Science as their major subject at the third year level. So we get the students at the second year who are offering zoology as their first choice (unlike FY level where they have an option to drop Zoology).

Challenges:
• To make Zoology interesting through our teaching – learning methods.
• To pursue personal research work.
• To devise a value-added course from our department.

FUTURE PLANS:
• To promote a love for the subject through more interactive teaching.
EVALUATIVE REPORT

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Life Science

2. Year of Establishment – 1977

3. Names of Programmes / Courses offered - UG- Life Sciences
   PG – Life Sciences (Neurobiology)
   Ph. D. (Applied Biology)
   UGC recognized add-on course: Bioinformatics

4. Names of Interdisciplinary courses and the departments/units involved: Nil

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments: Nil.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons : No courses have been discontinued.

9. Number of teaching posts : FIVE

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medha S. Rajadhyaksha</td>
<td>M.Sc. Ph. D.</td>
<td>Associate Professor</td>
<td>Cell Biology</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Hema Ramachandran</td>
<td>M.Sc. Ph. D.</td>
<td>Associate Professor</td>
<td>Zoology</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Hema Subramaniam</td>
<td>M.Sc. Ph. D.</td>
<td>Associate Professor</td>
<td>Bio physics</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

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11. List of senior visiting faculty:
   Dr. Rita Mukhopadhyaya, BARC
   Dr. Nishigandha Naik, Haffkin’s Institute
   Mr. Conrad Cabral, St. Xavier’s College, Mumbai
   Dr. Radhika Tendulkar, St. Xavier’s College, Mumbai

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 1%.

13. Student-Teacher ratio (programme wise) : UG : 26:1  PG : 10 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Three attendants and One Field Collector

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
   DBT- Neuroscience grant of 18.47 lakhs for the project `Epigenetic regulation of hypoxia signaling in neuronal models: Role of HIF1 and its regulation in behavior of Caenorhabditis elegans and in neuronal cultures’ to Medha S. Rajadhyaksha, in collaboration with Momna Hejmadi, University of Bath, UK. (2011-2014).
   DBT- Neuroscience grant of Rs. 32.43 lakhs for the project ‘Cell migration in the developing Olfactory Bulb: an evolutionary study’ to Yasmin Khan, in collaboration with Dr. Shubha Tole, TIFR, Mumbai. (2011-2014).

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   **Departmental Projects funded by**
   Minor Research Grant from Mumbai University
   2009-10- “To study the mechanism of uptake of Superparamagenetic Iron Nanoparticles (SPIONs) by C6 glioma cells.” to Yasmin Khan, - Rs 30,000.
2009-10 ‘Characterization of cells from explant cultures of regenerating caudal fin of zebrafish for investigating regeneration in vitro’ Medha S. Rajadhyaksha Rs 30,000.
(Ms) Barbara Naidu Memorial Scholarship 2011-12 Rs. 60,000 for - “Establishing Dictyostelium as an effective pharmacological model for study of neuroprotective and anticancer drugs” to Sree S. Kumar
Details of major grants in Q 16.
Total grants received: 65.65 lakhs through research grants and DST-FIST

18. Research Centre / facility recognized by the University: Suman Tulsiani Centre for Research recognised for Ph.D Applied Biology

19. Publications:
a) Publication per faculty : Details in the RAR and will be given when the Peer Team visits

Number of papers published in peer reviewed journals (national / international) by faculty and students:
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.):
  - Monographs:
  - Chapter in Books:
  - Books Edited:
  - Books with ISBN/ISSN numbers with details of publishers:
  - Citation Index:
  - SNIP:
  - SJR:
  - Impact factor:
  - h-index:

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil

22. Student projects:
a) Percentage of students who have done in-house projects including inter departmental/ programme: Details will be given to the Peer team during the visit.
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students:
- Yasmin Khan Awarded the prestigious Fulbright Fellowship to work on Zebrafish at National Institutes of Health, USA. 2012-2013

**Students:**
- Ms. Neha Shinde and Mr. Shivraj L. were awarded Sir Ratan Tata Trust scholarship for the year 2012-13.

24. List of eminent academicians and scientists /visitors to the department: Available when the Peer Team visits

25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National:
   b) International Conference:
      Available when the Peer Team visits

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>BSc(Life Science)</td>
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<td>135</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>M.Sc (Life Science)</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>8</td>
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</table>

*M = Male  F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?
   NET – 2, GATE - 4

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>20-25%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>60-70%</td>
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</table>

261
<table>
<thead>
<tr>
<th></th>
<th>PG to Ph.D.</th>
<th>Ph.D. to Post-Doctoral</th>
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</thead>
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<td>80-90%</td>
<td>1-2%</td>
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<tr>
<td></td>
<td>NIL</td>
<td>100%</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Campus selection</td>
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</tr>
<tr>
<td></td>
<td>Other than campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship / Self-employment</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities:
   a) Library: The department library in the department office has over 150 books for regular reference by staff and students.
   b) Internet facilities for staff and students: Besides the Computer Lab, staff use the department computer facility with CD writer and printer.
   c) Class rooms with ICT facility: Common college classrooms.
   d) Laboratories:
      - Two large laboratories with excellent exhaust facilities, a Physical Chemistry lab and an Analytical Chemistry lab for UG students
      - A wet laboratory and an instrument laboratory for PG students
      - A research laboratory for staff and PG students

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts: Details will be given to the Peer team when they visit

33. Teaching methods adopted to improve student learning:
   - Seminars/ Causeries conducted where students present their work.
   - Paper presentation/reading on topics related to syllabus.
   - Model making using clay to clear concepts.
   - Wall paper/ notice board maintained of current affairs in environment, Neurosciences and Projects of the Department
   - Relevant movies/ documentaries followed by discussions.
   - Question banks provided and discussed.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities. Discussed in Q NO 32

35. SWOC analysis of the department and Future plans.
   **Strengths:**
   - All staff members are serious about their teaching and research work.
Staff members are constantly introducing new concepts/courses/research problems and are acutely aware of current global scenario and this percolates to the student community. There is always an attempt to participate in/conduct new courses/workshops/conferences and translate experience gained elsewhere into innovative teaching learning process.

The support of DST FIST and individual grants generated by staff members have helped build a state of art lab to support research activity in frontline areas of behavior, cognition, cell and molecular neuroscience. The lab supports several model systems- an unusual feature of a research lab.

Students are sensitized to current issues not only in science but also social issues and are encouraged to question norms. The relation between staff members/between staff and students is open minded and socially progressive. Ideas from other institutions, if relevant, are actively adopted. Peer teaching learning encouraged which results in healthy respect for seniors. Diversity in thought and action cherished and valued amongst staff and students.

Weaknesses:
1. The high end labs generated by intermittent funds need the support of annual maintenance contracts for smooth running. No funds are available for this and in house support has to be taken for minimal running of the lab. Support of lab staff for maintaining high end equipment/lab space is acutely felt.
2. Commitment to undergraduate and post graduate teaching, semester examinations and participation in other college activities leave very little time for research. Specially time for reading research papers and contributing effectively to research ideas is not happening as desirable.
3. Record keeping of students who have left the department is very poor and needs to be enforced consciously.
4. Information about jobs available is communicated to the students informally but there is no active involvement of the staff in their placement.

Opportunities:
1. The Department provides infrastructure and environment to learn the latest development in the subject. Internet facility is available and communication with scientists in other institution is encouraged. Lecture workshops are organized with the support of Indian Science Academies so that the staff and students interact with scientists from all over the country.
2. The academic festival of the college especially focuses on social concerns where science can be of help. Staff and students actively engage in this process and help students develop informed view about various issues, specially relating to environment and development.
• There is a very good research lab that can support a good quality of research. Though collaborations are necessary for high end equipment, good innovative research can be carried out in the in house lab.
• Each staff member has their own strengths and ideas about academic pursuits. Approaches ranging from holistic to specific are followed by each staff members at different point of time depending on the demands of other academic commitments. There is space for all these ideas and more. This gives a certain amount of freedom that is highly rewarding.

**Challenges:**
• Students from all social strata with diverse interest are in UG /PG courses. The syllabus is structured and provided by the University. The challenge is to sustain the interest of all the students who are looking for diverse outcomes of education.
• Guest faculty lectures are an inspiring experience. There are no funds to pay if senior scientists from different institution are invited. At present, the guests’ faculty delivers talks on goodwill/ friendship of staff.
• The students are mostly thinking local and do not aspire to contribute at national level. The challenge is to inculcate the idea of nation building and motivate them to reach position of power to make desirable changes by joining the administrative/ national services.
• Need to run faster and faster to keep up with the rapidly changing technology and idea is felt. There is pressure felt to achieve and maintain high academic standards. However, there is no time and or resources easily available for the same.

**FUTURE PLANS:**
• To strengthen the existing Ph.D programme in Applied Biology by improving infrastructure and take more students
• To initiate advance research in the field of Cognitive Science.
• Enhance education at UG, PG and popularise Neuroscience as an extension activity.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about
3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Chemistry

2. Year of Establishment – 1967

3. Names of Programmes / Courses offered - Under Graduate – B.Sc, Post Graduate – M.Sc

4. Names of Interdisciplinary courses and the departments/units involved:
   Postgraduate diploma course in Quality Assurance in the Foods and Pharmaceuticals Industry is run jointly by Chemistry and Biochemistry department.

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments:
   Dr. I. A. Mendes (Diploma in Clinical Analysis of Microbiology department)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued (if any) with reasons : No courses have been discontinued.

9. Number of teaching posts : SEVEN

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. G. Carneiro</td>
<td>M.Sc., Ph.D.</td>
<td>Assoc.Prof.</td>
<td>Organic</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Dr. I. Mendes</td>
<td>M.Sc., Ph.D.</td>
<td>Assoc.Prof.</td>
<td>Physical</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Dr. P. Shetty</td>
<td>M.Sc., Ph.D.</td>
<td>Asst. Prof.</td>
<td>Analytical</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Mr. M. Garud</td>
<td>M.Sc.,D</td>
<td>Asst. Prof.</td>
<td>Physical</td>
<td>11+23</td>
<td></td>
</tr>
<tr>
<td>HE.</td>
<td>Asst. Prof.</td>
<td>Inorganic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. R. Ferns</td>
<td>M.Sc., M.Phil.</td>
<td>08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. P. S. Murthy</td>
<td>M.Sc., M.Phil.</td>
<td>08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. T. Asha</td>
<td>M.Sc., B.Ed.</td>
<td>03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 0%.

13. Student-Teacher ratio (programme wise):

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Theory</th>
<th>Practicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>90:1</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>65:1</td>
<td>20:1</td>
</tr>
<tr>
<td>Third Year</td>
<td>30:1</td>
<td></td>
</tr>
</tbody>
</table>

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One Lab assistant and Five attendants.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: ONE

<table>
<thead>
<tr>
<th>Name of Faculty</th>
<th>Title of the Project</th>
<th>Amount sanctioned and Funding Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. P. S Murthy</td>
<td>To study the natural chronogenic compounds bound with high fastrolls characteristics to cellulose substrate</td>
<td>Rs.1,55000 UGC Minor Research Grant (ongoing)</td>
</tr>
</tbody>
</table>

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:

<table>
<thead>
<tr>
<th>Name of the Staff Member</th>
<th>Year when received</th>
<th>Title of the Project</th>
<th>Amount sanctioned and Funding Agency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. P. Shetty</td>
<td>2009-10</td>
<td>Modulation of angiogenesis by AlstoniaScholaris</td>
<td>Rs.31,500 Mumbai University</td>
<td>Completed</td>
</tr>
<tr>
<td>Ms. R. Ferns</td>
<td>2009-10</td>
<td>Biosorption of Cr(VI) using arecanut husk</td>
<td>Rs.60,000/- Dhandevi Mahindra Fellowship</td>
<td>Completed</td>
</tr>
<tr>
<td>Dr. P. S. Murthy Ms. T. Asha</td>
<td>2011-12</td>
<td>Using Green Methodologies for the synthesis of some organic compounds</td>
<td>Rs.60,000/- Dhandevi Mahindra Fellowship</td>
<td>Completed</td>
</tr>
<tr>
<td>Dr. I. Mendes</td>
<td>2012-13</td>
<td>Estimation of lead in leafy vegetables grown in the areas irrigated by waste effluent water by flotation-spectrophotometric method.</td>
<td>Rs.60,000/- Dhandevi Mahindra Scholarship</td>
<td>Completed</td>
</tr>
</tbody>
</table>

18. Research Centre / facility recognized by the University: **Suman Tulsiani Centre for Research**

19. Publications:
   a) Publication per faculty: **Six**
   Number of papers published in peer reviewed journals (national / international) by faculty and students:
   - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
   - Monographs: None.
   - Chapter in Books: None.
   - Books Edited: None.
   - Books with ISBN/ISSN numbers with details of publishers: None.
   - Citation Index: None.
   - SNIP: None.
   - SJR: None.
   - Impact factor: None.
   - h-index: None.

**Rochelle Ferns**
• Studies of uni-univalent ion exchange reactions using strongly acidic cation exchange resin Tulsion T – 46 Rasayan J. Chem.

**Sirisha Murthy**

• Facile P-TSA catalysed one pot synthesis of tetrahydropyrimidinone in water or under solvent less conditions - Bulletin of the Catalysis Society of India (2010)138-141

**Ignat Mendes**


20. Areas of consultancy and income generated: Nil.
The staff have been on boards of studies of the University and Autonomous Colleges. They have also invited as judges and to give lectures

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil

22. Student projects:
   a) Percentage of students who have done in-house projects including interdepartmental/ programme: 2-3 Undergraduate in-house projects are carried out every year under EXSP programme

   Post graduate Projects (Outside organizations)
   i) 2010-11 6 projects
   ii) 2011-12 10 projects
   iii) 2012-13 4 projects

   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil

23. Awards/ Recognitions received by faculty and students:
   A) Faculty: **Dr. P. Shetty** was awarded the 4th prize in the National level competition on ‘The Role of Chemical Industry in improving the standard of higher education and research in India’ organized by BASF – 2010-11
   B) Students: Students have participated in various intercollegiate competitions and awarded prizes. Details of these will be provided at the Peer Team visit
o Paloma (SYBSc) participated 25th All India Essay Competition on Nuclear Science and was selected for a 10 day stay at BARC. (Consolation Prize)
o Second Rank in Chemistry at the TYBSc University Examination was awarded to Mary John

24. List of eminent academicians and scientists /visitors to the department:

2009-10: Dr. U. Kolthu, TIFR, Dr. K.V.R. Chary, TIFR, Dr. R. Manajekar, Ruparel College, Dr. Ida Kurth, Environmental Biochemist from Germany, Captain Swaminathan Subramaniam, Ms. Snehal Velkar.

2010-11: Dr. Harish Shetty, Psychiatrist, ICHR, Women Lawyers, Dr. Radhakrishnan, Chief Justice, Mumbai High Court, Dr. B. M. , Bhang, Dept. of Chemistry, ICT, Prof K.V.R. Chary, TIFR, Dr. Gauri Ambika, IISER – Pune, Dr. Maithreyi Narasimha, TIFR, Dr. Asha Kannan, NCL.

2011-12: Ms Chetana Birjie & Ms Shaziya Mukkadam, Advocates, ICHR, Ms. NehaSinghal, Advocate ICHR, Dr. Prabodh Chobe, BASF, Dr. S. Pal, Director, NCL, Pune, Dr. R. Jayaram, ICT, Dr. V. Reddy, Head, Analytical Chemistry, BARC.

2012-13: Prof Jim Iley, RSC, UK, Dr. Rita Mukhopadhya, BARC, Dr. Dimple Dutta, BARC, Mr. Tushar Bandhopadhyya, ICPE, Dr. Vidita Vaidhya, TIFR, Prof. Mike Green, New Castle University, UK

2013-14: Prof. Ruchi Anand, and Prof Arindam Chowdhary, IIT, Mumbai, Dr. Sitaram Dixit, Chairman, CGSI, Prof. Jayant Khandare and Dr. Prabodh Chobe, BASF, Mr. S.V.Raju, Reliance Ind., Mr. Tushar Bandhophdhya, ICPE, Mr. Sachin Dedhia, Cyber Crime Investigator, Dr. Evans C. Coutinho, Bombay College of Pharmacy.

25. Seminars/Conferences/Workshops organized & the source of funding:

a) National : None
b) International Conference: None
   i) ‘Madam Curie – an inspiration’, a seminar in collaboration with RSC – West India, to celebrate the 100th year of Madam Curie’s Nobel Prize. -2011 (sponsored by RSC – West India).
   ii) ‘Chemistry in Shaping Materials of the Future’, a talk by Dr. S. Pal, Director, NCL, Pune in collaboration with RSC, West India.
   iii) Popular Science lectures on ‘DNA finger printing’ by Dr Rita Mukhopadhya and ‘Sonochemistry’ by Dr. Dimple Dutta, BARC in collaboration with India Women Scientists Association and BRNS.
   iv) Popular science lectures on ‘Visualising DNA repair proteins in action’ by Prof. Arindham Chowdhury and ‘The story of the amazing ribosome’ by Prof Ruchi Anand, IIT-B.
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*M</td>
<td>*F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSc(Chem)</td>
<td></td>
<td></td>
<td>0</td>
<td>107</td>
</tr>
<tr>
<td>M.Sc (Chem)</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>65%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Employed</strong></td>
<td></td>
</tr>
<tr>
<td>Campus selection</td>
<td>20%</td>
</tr>
<tr>
<td>Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship / Self-employment</td>
<td>-</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities:
   a) Library: The department library in the department office has over 150 books for regular reference by staff and students.
   b) Internet facilities for staff and students: Besides the Computer Lab, staff use the department computer facility with CD writer and printer.
   c) Class rooms with ICT facility: Common college classrooms.
   d) Laboratories:
Two large laboratories with excellent exhaust facilities, a Physical Chemistry lab and an Analytical Chemistry lab for UG students
- A wet laboratory and an instrument laboratory for PG students
- A research laboratory for staff and PG students

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts: Details will be given to the Peer team when they visit
A wide range of student enrichment programmes are organized each year.

Chemistry beyond the classroom: Invited lectures

2009-10
- ‘Chemicals in the environment and their health effects’ an interactive session by Dr Ida Kurth – Environmental biochemist – Germany
- ‘Life processes-preservation and destruction’, a talk by Dr U Kolthu, TIFR and ‘Protein factory sabotage’ by Dr KVR Chary, TIFR.

2010-11
- Sophia Nobel Oration in Chemistry 2010, a talk on ‘Palladium Catalyst Cross-Coupling Reactions’ by Dr. B.M. Bhange, Head, Dept. of Chemistry, ICT, Mumbai.

2011-12
- ‘Scope and Importance of Analytical Chemistry’, a talk by Dr Prabodh Chobe, BASF.
- Sophia Nobel Oration in Chemistry 2011, a talk on ‘Nobel Prizes in Chemistry – a 100 years’by Dr. Jayaram, ICT
- ‘Life and Work of Madam Curie’, a talk by Dr. V. Reddy, Head, Analytical chemistry, BARC.

2012-13
- ‘Learn chemistry’ an interactive session by Prof Jim Illey, UK in collaboration with RSC, West India.
- ‘Plastics and the environment’, a talk by Mr. Tushar Bandhopadhyay, ICPE.
- Sophia Nobel Oration in Chemistry 2012, a talk on ‘Nobel Prize in Chemistry – 2012’ by Dr. Vidita Vaidya, TIFR.

2013-14
- Sophia Nobel Oration in Chemistry 2013, a talk on ‘Nobel prize in Chemistry -2013’ by Dr Prabodh Chobe, BASF.
- ‘Something about molecular modeling in research and other avenues’, a talk by Dr. Evans Coutinho, Bombay College of Pharmacy.
• Talks on ‘Plastics in day to day life’ by Mr. S.V.Raju, Reliance Polymers and ‘Plastics and Environment’ by Mr. Tushar Bandhopadhyay, ICPE.

II] Creating awareness:
• ‘Disaster Management’, a workshop by Captain Swaminathan Subramaniam.- December 2009
• ‘Domestic Violence’, a talk by Ms Snehal Velkar, ICHR in 2009.
• ‘Living with AIDS’ for TYBSc students in collaboration with NSS
• A talk on ‘Education for Justice and Peace’ by Dr. Radhakrishnan- 2009.
• ‘Domestic Violence and Marital discord’, a workshop by Ms. ChetnaBirjie and Ms. ShaziaMukkadam – Advocates, ICHR (in collaboration with Women’s Centre of Sophia College) – 2011
• ‘Sexual Harassment at the Workplace’ a workshop by Dr. Neha Singhal, Advocate, ICHR (in collaboration with Women’s Center of Sophia College) in 2011
• ‘Save Sparrows’ an environment conservation lecture by Mr Burman to sensitise students to the dwindling number of small birds in the city, 2013
• ‘Food and milk adulteration’, a talk by Dr Sitaram Dixit, Chairman, CGSI-2013
• ‘Cyber Crime –Dangers and Prevention’ a talk by MrSachinDedhia, Cyber-crime investigator, 2013
• To encourage students to take part in the ‘Safety Walk Campaign’ a talk by Ms Snehal Velkar from AKSHARA, an NGO -2013

III) Student development:
• ‘Potential to Performance’, a motivational session by Dr. R.Manjrekar – 2010
• ‘Live like king size’ an interactive session by Dr. Harish Shetty, a psychiatrist– 2010
• ‘Scope of Forensic Science’ an interactive session in association with Sigma Club –2010
• ‘Extra Sensory Perception Show’, a talk by Mr. Deepak Rao – 30/12/2011
• A Psycho-Spiritual Counseling session on ‘Motivation’, by Mr Arthur Fernandes -2011
• ‘Anger management’ a workshop by Ms Ashrafí Chitalwala, College Counselor.

IV) Improving students career prospects:
• ‘Career guidance’ a talk by Ms R Manjrekar, Ruparel College- 2012
A session on 'Making PowerPoint presentations' by Mr Vilas Rodrigues -2012
Workshops on ‘CV writing and interview skills’ for: MSc II Students at BASF in 2013 and for TYBSc and MSc students in 2014 in collaboration with BASF.

V) Sensitising students to the less privileged.
- Visits to old age homes, orphanages are organized for the students. Students are involved in fund raising as well as organising a party for children with cancer (CANKIDS).

33. Teaching methods adopted to improve student learning:
The teaching methods adopted by the staff seek to enthuse and enrich every kind of learner. Some of these are listed below.

I] Teaching Aids used for the Chemistry curriculum:
In order to make the study of chemistry simple and interesting for students, a variety of teaching aids were used by the staff. These included use of molecular models (Ball and stick molecular models and chemistry molecular model kits give a 3-D view of molecules), models of sampling devices, practical demonstrations, Power Point presentations, Cork-board displays of interesting subject related information by staff and students, creative activities like Chemistry Housie, topic wise reference lists and other teaching strategies.

II) Teaching-learning in the laboratory
Printed manuals are prepared by staff for Chemistry Practicals for all classes as per University syllabi. These manuals are updated with every syllabus change. Sessions on plotting graphs using Microsoft Excel was conducted for SYBSc practical batch in January 2014. Finally every effort was made to sensitize students to the need to lessen the use of chemicals by use of micro techniques and to reduce the production of toxic fumes in the lab.

III) Literature surveys/research work under the EXSP programme:
The department encourages students to do literature surveys, power point presentations and research projects guided by the faculty throughout the year. Details of this will be given to the Peer Team during the visit.

IV) Chemistry Club:
The Chemistry Club organises fun filled activities for both junior and senior college students that aim at increasing interest in chemistry. Some of these include Chemistry crosswords, quizzes, exhibitions and other interesting activities. The Chemistry Club also organizes an inter-
collegiate activity every year. The ACT concept test is held every year for the students in collaboration with HBSCE.

V) Participation in inter-collegiate chemistry competitions:
Students take part in the chemistry competitions organized by a number of other colleges and have been awarded several prizes. Several field trips are also organized to industry to make students aware of the applications of chemistry concepts.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities. Discussed in Q NO 32

35. SWOC analysis of the department and Future plans.

Strengths:
- The teaching faculty is well qualified with two staff members specialized in each branch of Chemistry.
- The teaching staff is dedicated and ensures complete coverage of the syllabus.
- The staff makes a special attempt to encourage bright/interested students to participate in the EXSP programme and subject related competitions. Students can also help staff with their research work. Staff members also dedicate time to helping students with subject difficulties.
- The contact system in the department has helped immensely in several ways. Every student is known well by at least one staff member who she can approach in time of difficulty. The staff member is aware of the academic progress and difficulties of their contact students.
- Chemistry teachers of Junior and Senior College collaborate to organize a variety of extra-curricular subject related activities.
- The department laboratories are maintained in excellent condition with exhaust and fume hood facilities in the wet labs. The department also has separate instrumentation laboratories and laboratories for post graduation and research work.
- Maintenance of practical plan/preparation books for each class and regular expertship work by staff members ensures smooth conduct of practicals and minimum use of chemicals. Expert readings are used to monitor students’ accuracy.
- A department library caters to staff and students with a good collection of reference books.
- The Chemistry Club helps to develop interest in the subject and nurture different talents of students. Students are encouraged to participate in intra and inter collegiate Chemistry related activities through the Club.
• The introduction of the M.Sc (Analytical Chemistry) programme has helped to motivate TYBSc students to continue their studies towards a post-graduation degree.

Weaknesses:
• Less importance is accorded to Physical Sciences at college. Students admitted are therefore less inclined towards Chemistry.
• Teachers have insufficient time for research due to pressure of organizing extracurricular activities, administrative and documentation work and the assessment and evaluation work associated with the CBS system.
• No strong alumni data base has been created by the department.
• An In-House maintenance system for instruments is not available.

Opportunities:
• Through a variety of curricular and extra-curricular activities, we are able to provide exposure to underprivileged students and those from conservative family backgrounds.
• Staff members can initiate collaborations with scientists from other institutions for research work. They could apply for grants to employ research assistants or take MSc (by research) students for laboratory work.
• The department can explore the possibility of arranging campus recruitment.

Challenges:
• It is challenging to teach Chemistry to students with poor English language skills and mathematical ability and sometimes a very average overall academic ability.
• It is sometimes difficult to give individual attention to students in a class of more than a hundred students.
• We have insufficient access to rooms with complete audio-visual facilities.
• Research in the department has not been a priority till recently – hence infrastructure and grants will need to be augmented.
• Research projects involving girl students is difficult as they are unable to work late after college hours.

FUTURE PLANS:
• Research and grants
• Introduce new visits / internships / industry and institutional collaborations.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Biochemistry

2. Year of Establishment – 1969

3. Names of Programmes / Courses offered -
   a. Undergraduate T.Y.B.Sc. 3 units with Chemistry, Life Science, Microbiology.
   c. Postgraduate programme in Biochemistry by papers.

4. Names of Interdisciplinary courses and the departments/units involved:
   Postgraduate diploma course in Quality Assurance in the Foods and Pharmaceuticals Industry is run jointly by Chemistry and Biochemistry department.

5. Annual / semester / choice based credit system – Semester
   a. Undergraduate T.Y.B.Sc. 3 units - V and VI semester
   b. S.Y.B.A. Applied component - An Introduction to Foods, Nutrition and Dietetics - III and IV semester
   c. Postgraduate programme in Biochemistry by papers I, II, III and IV semester

6. Participation of the department in the courses offered by other departments: Does not apply.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons: No courses have been discontinued.

9. Number of teaching posts : TWO

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualific</th>
<th>Designatio</th>
<th>Specializ</th>
<th>Years of</th>
<th>No of</th>
</tr>
</thead>
</table>
11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 0%.

13. Student-Teacher ratio (programme wise):
   - Under Graduate T.Y. B.Sc. Theory: 30 : 1, Practical 15-20 : 1,
   - Under Graduate S.Y.B.A. Theory: 85-90: 1,
   - Post Graduate M. Sc.: Practical : 5 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One Lab attendant

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre / facility recognized by the University: Suman Tulsiani Centre for Research

19. Publications:
   a) Publication per faculty: Nil
      - Number of papers published in peer reviewed journals (national / international) by faculty and students:
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
• Chapter in Books: None.
• Books Edited: None
• Books with ISBN/ISSN numbers with details of publishers: None.
• Citation Index: None
• SNIP: None
• SJR: None
• Impact factor: None
• h-index: None

20. Areas of consultancy and income generated: Nil.
   Staff provide academic consultancy as member of
   • Board of Studies of Mumbai University, and St. Xaviers Autonomous College
   • Various syllabus revision, formulation and programme committees of Mumbai University and SNDT University
   • They are also invited as subject experts in various staff selection interviews, CAS & as judge in other colleges.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: 60 to 100% - (List available)
      It is a mandatory requirement for the postgraduate students of Biochemistry to do a project work for the partial fulfillment of the course. The students do in-house research project in compliance with the University regulations.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies:
      • 60 to 100%- (List available)
      It is a mandatory requirement for the postgraduate students of Biochemistry to do a project work for the partial fulfillment of the course. The students are placed in prime research institutes to carry out their research projects.

23. Awards/ Recognitions received by faculty and students:
    Post graduates and undergraduate students of the course participate regularly in inter-collegiate and college competitions and win prizes.

24. List of eminent academicians and scientists /visitors to the department:
    About 8 to 10 academicians, scientists delivered lectures in their fields of specialization. (List available)
25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National: None
   b) International Conference: None

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>BSc( Biochem)</td>
<td>150</td>
<td>135</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>M.Sc (Biochem)</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? GATE – 2 and PET - 1

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>About 40 - 50%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>In an average of about 10-15%</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
</tbody>
</table>

Employed
- Campus selection: 38%
- Other than campus recruitment: 35%

Entrepreneurship / Self-employment: 10%

30. Details of Infrastructural facilities:
a. **Library**: The department library with more than 65 books cater to the T.Y.B.Sc., M.Sc. and S.Y.B.A. (Nutrition and Dietetics), syllabus topics including practicals. (List available)

b. **Laboratories**: Well equipped laboratory with instruments and equipment required for running the graduate and postgraduate programmes. Whenever required the resources of other departments are shared by the department and departmental resources are also shared by other departments. Postgraduate laboratory on first floor science building (180 sq. ft.). Research laboratory on first floor science building (108 sq. ft.) T.Y.B.Sc. undergraduate laboratory shared with Chemistry Department, two days a week. Store room for chemicals and glassware

c. **Other resources**: DVD’s, films, videos on various topics, various journals and magazines are made available by the staff to the students.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts: Details will be given to the Peer team when they visit
- **Lecture workshop on “Science in Research & Industry” organised by Post-graduate students.**
- Life of a Research Scientist - A Wonderful Career - Dr. Amit Kumar, BARC
- Plant Biotechnology - Current Trend - Dr. Suprasanna P., BARC
- Science in Industry - Dr. R.M. Kothurkar, MSD, Merck
- **International Lecture Series**: Dr. Michael Danus, Dr. David Tosh and Dr. Momna Hejmadi (University of Bath) on STEM CELLS AND BIOTECHNOLOGY, organized jointly by Life Sciences and Biochemistry Departments and post graduate students. (2012-2013)
- **Postgraduate students** get special inputs on various subjects from invited faculty.
- **Dr. Chunmei Chang, ex-student** conducted workshop on use of poly acrylamide gel electrophoresis for the post graduate students.

33. Teaching methods adopted to improve student learning:
- **(Details available)**
  - Journal Jotting from various journals.
  - Subject related animations.
  - Subject and departmental theme related movies followed by learning outcome report submissions.
  - Models as teaching aid.
• Seminar presentation on syllabus related topics followed by script submission.
• Written assignment on subject related topics
• Nature walks.
• Plant adoption drive.
• Dietary score card maintenance.
• Peer teaching followed by assessment and feedback.
• Written assignment (topics beyond the syllabus, chosen by the students and approved by the staff) for university examination.
• Seminar presentations on papers from national and international journals.
• Invited lectures by experts.
• Subject related handouts.
• Continuous assessment in the form of assignments, dumb charade, word jumbles, cross words, tutorials, nutrition maze, quizzes, *viva voce* etc.
• Students encouraged to use internet facilities to update themselves with latest information in the subject and related topics.
• Herbal Garden is utilized as a teaching aid to sensitize the students to the environment.
• Ananya: The department utilizes this annual inter collegiate event to bring together the alumni especially the ex M.Sc. and QA students. The students of M.Sc., QA help in organizing the event annually. This empowers them with leadership and organization skills.
• M.Sc. I students are entrusted with the responsibility of expertship for the conduction of T.Y.B.Sc. practical examination. This exercise builds in them a sense of responsibility and confidence.
• Visits / Field Trips/ Training/ Industry academia interaction:
  • Students are taken for local visits and outstation visits to various organizations and related industries. Each visit is followed by report writing.
  • Post graduate students get trained at industries, public testing laboratories and reputed research institutes and get updated in latest techniques and instrumentation.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
• Post graduate students of Biochemistry in collaboration with SCESA (Sophia College Ex Students Association) participated in the water project at Khamgaon, Raigadh District- YOUTH FOR WATER-WATER FOR LIFE
• The annual thematic event at ANANYA organised by the M.Sc and Quality Assurance students, focusses on academic and socially relevant themes to increase awareness and sensitize the participants in
• Building social responsibilities
• Saving culture, traditions, family values
• Pledging for the environment
• Carbon footprint, its calculation and ways to reduce it
• Seed saving and its importance
• Good nutrition and balanced diet
• Community kitchen

35. SWOC analysis of the department and Future plans.

Strengths:

• Small number of students in T.Y.B.Sc. and M.Sc. enables personal attention and better interaction
• Independent well stocked departmental library.
• Get an opportunity to interact with arts students through applied component subject of Nutrition and Dietetics.
• Co-curricular and extra-curricular activities are encouraged to inculcate overall development & personal growth.
• Self learning is encouraged.
• Students are sensitized to nutrition and environment consciousness.
• At Ananya, the department annual thematic activity focuses on environment sensitization, interactive participation and collaborative interaction.
• Postgraduate students get an exposure beyond the curriculum through inputs from visiting faculty, training in industry, research institutes, reputed labs and in-house project work.
• Lecture workshops and hands on training workshops conducted regularly.
• Staff is always available for guiding and career counselling.
• Very strong and active Alumni
• All students are doing well in their chosen career.

Weakness:

• Some undergraduate students come from vernacular medium and conservative families and many are academically not very strong.
• Since the department gets directly third year students and postgraduate students the primary focus is to prepare them for university exams and thus there is a constraint to go beyond the syllabus.

Opportunities:

• Ample diverse training opportunity for the students.
• Networking with industry, research laboratories and reputed labs to open avenues of careers and entrepreneurship.
• Maintaining the garden in the college gives an opportunity for students to be environmentally consciousness and holistic development.

Challenges:
• Perception of the subject by undergraduate students pre-admission to third year is different.
• Research work - with active committed teaching it is difficult to do quality bench research work.

FUTURE PLANS:
• Research and grants
• Introduce new visits / internships / industry and institutional collaborations.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Microbiology

2. Year of Establishment – 1966

3. Names of Programmes / Courses offered - UG – B.Sc
   i. PG - M.Sc

4. Names of Interdisciplinary courses and the departments/units involved:
   UG - B.Sc (Double Major with Biochemistry)

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments:
   Diploma Courses in Clinical Analysis (DCA-Microbiology),
   Diploma Course in Quality Assurance (QA – Biochemistry) and
   Certificate in Laboratory Management (CLM – Microbiology) and
   Certificate Course in Bioinformatics

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons: No courses have been discontinued.

9. Number of teaching posts : SEVEN

<table>
<thead>
<tr>
<th>Post</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
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<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. (Ms) Arjumanara M Surti</td>
<td>Ph.D</td>
<td>Associate Professor</td>
<td>Microbiology</td>
<td>UG 25 PG 20</td>
<td></td>
</tr>
<tr>
<td>Dr.(Mrs.)</td>
<td>Ph.D</td>
<td>Associate</td>
<td>Microbiol</td>
<td>UG 27</td>
<td></td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 0%.

13. Student-Teacher ratio (programme wise): 10-20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One Lab assistant and Four Lab attendant

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: UGC, 120000/- in 2010

18. Research Centre / facility recognized by the University: Suman Tulsiani Centre for Research

19. Publications:
a) Publication per faculty: Given in RAR

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Position</th>
<th>Department</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gianni Erevelles Mapara</td>
<td>M. Sc, SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>UG 14</td>
</tr>
<tr>
<td>Ms. Suparna Dugal</td>
<td>M. Sc SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>UG 17.6 PG 12</td>
</tr>
<tr>
<td>Dr. (Mrs.) Rajinder Kaur Dehiya</td>
<td>Ph.D, SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>UG 13 PG 7</td>
</tr>
<tr>
<td>Ms. Shraddha S. Prabhu</td>
<td>M.Sc, NET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>UG 10 PG 2</td>
</tr>
<tr>
<td>Jyoti Mantri</td>
<td>M.Sc, MPhil</td>
<td>Associate Professor</td>
<td>Microbiology</td>
<td>UG 29 PG 22</td>
</tr>
<tr>
<td>Mr. Vijay J. Vig</td>
<td>M.Sc, NET SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>UG 3</td>
</tr>
</tbody>
</table>
• Number of papers published in peer reviewed journals (national / international) by faculty and students: 23
• Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
• Monographs: None.
• Chapter in Books: None.
• Books Edited: None
• Books with ISBN/ISSN numbers with details of publishers: None.
• Citation Index: None
• SNIP: None
• SJR: 1
• Impact factor: 1
• h-index: None

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Association of Microbiologist of India (AMI): 3

Editorial Boards: 1

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: At M.Sc level 100% of batch passing out have done in-house research projects as part of the curriculum.

   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students:
   Faculty awards are mentioned in the RAR.
   There were 8 research projects by students which won awards.
   • Isolation and Screening of Thermophilic Actinomycetes producing
enzymes of industrial importance - by Nazia Chowdhury (T.Y.B.Sc) The poster won second prize.

- Study of Paint Degraders and evaluation of antimicrobial agents for prevention of biodeterioration of paints by Ms. Saima Nakhwa and Janki Fulwala (T.Y.B.Sc).


- Ms. Benita Psareira presented a poster on Honey and its Quorum quenching properties at a National Symposium “Modern Research Trends and Applications in life Sciences,” on 7th January 2012, organized by Elphinstone College which won her the third prize.

- Propolis-an innovation guided by nature, backed by science- by Edna Dsouza presented at The Sajjan Gupta-Konark memorial Award 2013 for excellence in Bio-research at G.N Khalsa College, Matunga, Mumbai on December 11, 2012.

- Indian solid gold-a comparative study of the biological properties of three different forms of turmeric, by Pooja Pandya presented at UGC Sponsored Second National Symposium on ‘Modern Research Trends and Applications in Life Sciences’ at Elphinstone College, Mumbai on February 9, 2013. She was awarded the third prize.

- Oral presentation: Effect of temperature, base concentration and salt precursor in the synthesis of zinc oxide nanoparticles, J. Jayekar, V. Dhar, A. Surti and S. Radha, International Conference on nanomaterials: Science, Technology and Applications (ICNM 2013) organized by B S Abdur Rahman University, India, Deakin University, Australia, University Teknologi Mara, Malaysia. Ms. Mayekar was awarded the best presentation prize.

24. List of eminent academicians and scientists /visitors to the department : Information will be given to the Peer team when they visit

25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National ; None
   b) International Conference: None

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
</table>

287
<table>
<thead>
<tr>
<th>Programme (refer question no. 4)</th>
<th>*M</th>
<th>*F</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Micro)</td>
<td>150</td>
<td>135</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? One to the knowledge of the department

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>10</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>NA</td>
</tr>
<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Employed**
- Campus selection
- Other than campus recruitment
  - 64 students

Entrepreneurship / Self-employment  NA

30. Details of Infrastructural facilities:
   a) Library: Students use the college library with list of reference books provided to them regularly in the lectures.
   b) Internet facilities for Staff & Students: Centralized facility at the Computer Lab
   c) Class rooms with ICT facility: used regularly to show students Power point presentations on concepts in the syllabus and their applications.
   d) Laboratory:
   - One undergraduate laboratory on the ground floor, Science building
   - One postgraduate laboratory on the first floor, Science building
   - One autoclave room on the 4th floor, Science building
   - Two preparation rooms, for undergraduate and postgraduate practicals.
Suman Tulsiani Research Centre

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts: Details will be given to the Peer team when they visit

33. Teaching methods adopted to improve student learning:
   - OHP, ICT, Videos, Films, Students seminars, animations, Skits, poster-making competition, newspaper articles, debates, science update boards, educational visits, etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
   - Staff members have been involved in the municipal school project and through the NSS unit extension activities during vacation camps viz activities at David Sasson Remand Home. Students of the department again through the NSS unit organized funfair events for children who are suffering from cancer. Staff members are also involved in Sophia Social Responsibility Initiative, a program which deals with social issues.

35. SWOC analysis of the department and Future plans.
   **Strengths:**
   - A variety of teaching methods and aids are used by teachers like board and chalk, OHP, power point presentations, animations, videos, crossword, newspaper and journal articles, hand outs, text book photocopies, etc. Undergraduate teaching is the major strength of the department.
   - The prescribed syllabus is completed on time. In order to help the students prepare for the semester end exam, question banks are made available.
   - Timely completion is made possible by delivering 100% of the lectures. In case of absenteeism of a staff member the lectures are exchanged with other members of the department in order to ensure efficient utilization of student’s time while in college.
   - In order to ensure that the practicals are conducted smoothly and efficiently, the planning is done well in advance and the material is kept ready for the students. Adequate mentoring is offered to student as the teacher: student ratio for practicals is 1: 10-20.
   - The teacher is responsible for demonstrating techniques to students and monitoring the execution of the work, a discussion on the experimental results is taken up which is followed by meticulous documentation in the rough journals followed by entry in the fair journal, both of which are examined/ corrected by the teacher.
• Adequate practice on approach writing is given to students with reading out of the good ones. Model answers to practical problems are also given to students. Whenever felt necessary, the experiments are repeated.
• Adequate reference material is provided to students from International edition of books.
• A number of educational trips are organized by the department in order to enhance understanding of concepts taught theoretically.
• The department has a well equipped air-conditioned laboratory and a departmental library. Two computers are available for staff and students.
• Exchange of resources such as study material, microbial stock cultures, and instruments is shared with other departments of the college and as well as Microbiology departments of other colleges.
• A number of other initiatives are being planned and taken up the teachers and members of the department are actively involved in the same. Ideas are shared on the net through a social networking group.
• In order to promote postgraduate research in the subject, a Google group to aid students wishing to pursue post doctoral research has also been initiated by the Microbiology teachers of the Mumbai University. Journals (practical protocol and record books) are compiled and made available to in house as well as to students of almost 80-90% of the colleges affiliated to the University of Mumbai.
• In order to enrich the knowledge of students in the subject and allied fields as well as to offer career counseling, prominent speakers from the respective fields were invited as guest lecturers.
• Outreach activities- On an annual basis, staff are involved in demonstrating practical techniques to students of nursing college. Staff is also actively involved in the Municipal school project and the NSS program of the college.
• All permanent staff of the department are recognized postgraduate teachers of the University of Mumbai, and also paper setters and examiners at the University exams.
• All staff are actively involved as guides for M.Sc. (by papers) research component i.e. dissertation research work. Each year on an average 9-10 project are successfully completed by the students. The research work is presented orally and in the form of posters at conferences and workshops.
• Staff has been involved in guiding undergraduate research as a part of EXSP.
• Minor grants have been obtained by the staff for research.

Weaknesses:
• Though staff is involved in postgraduate research, the department has not been recognized for M.Sc. (by research) and the PhD degree course. However, the staff has been successful in inspiring students to excel and take up higher studies.
A number of departmental resources remain under utilized by the students for e.g. There are very few takers for class tests, departmental library, EXSP program etc.

Opportunities:
- The department offers career oriented postgraduate courses viz. DCA, DLM and an undergraduate interdepartmental add-on course on “Bioinformatics”.
- Scope of subject is very vast. Students can enter into teaching, Industries-Food and Pharmaceutical, Research, Marketing, Hospital and ICU management, Clinical research.

Challenges:
- Being a girl’s college, many students are from conservative background and hence not career oriented. To inspire such students and sustain their interest in studies is a major challenge.
- Though the department has been successful in transforming the academically weak into motivated students, to sustain this achievement is a challenge with every new batch of students.
- The research activities of the department are curtailed. The staff needs to devote more time in this area and generate funds from national funding agencies. The department is not recognized for M.Sc. by Research and PhD by Research.
- Due to credit based system, limited time is available hence time management is required.
- The department needs to undertake fund raising activities in order to further enhance the facilities and environment for both undergraduate and post graduate students, for e.g. an AC post graduate laboratory.
- More can be done by the staff in planning activities beyond syllabi, active participation in national and international seminars, workshops, publication of research work etc.

FUTURE PLANS
- The department plans to organize an international seminar in the near future.
- The department also plans to get recognition to start a M.Sc. (By research) and PhD programmes.
EVALUATIVE REPORT

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department : **Mathematics and Statistics**


3. Names of Programmes / Courses offered - UG – Maths - FYBSc
   i. Statistics – FYBSc, FYBA and SYBA

4. Names of Interdisciplinary courses and the departments/units involved: Not applicable

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments:
   Diploma Courses in Clinical Analysis (DCA-Microbiology),
   Diploma Course in Quality Assurance (QA – Biochemistry) and
   Certificate in Laboratory Management (CLM – Microbiology)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons: No courses have been discontinued.

9. Number of teaching posts : TWO

<table>
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<tbody>
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</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Mendes</td>
<td>M.Sc, M.Phil</td>
<td>Associate Professor</td>
<td>Applied Mathematics</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 50%.

13. Student-Teacher ratio (programme wise): 50:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: does not apply

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University: no facility.

19. Publications:
   a) Publication per faculty: nil
      • Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      • Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      • Monographs: None.
      • Chapter in Books: None.
      • Books Edited: None
      • Books with ISBN/ISSN numbers with details of publishers: None.
      • Citation Index: None
      • SNIP: None
      • SJR: None
      • Impact factor: None
      • h-index: None

20. Areas of consultancy and income generated: Nil.
21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: 100% (Please see Annexure)
      - **EXAP 2009-2010 Batch**: Ms. Sandra Mendes and Ms. Gilda Pereira guided TYBA students Mitali Akarta and Shobhika Agarwal for the topic “Preferences for Mate selection”.
      - **EXAP 2012-2013 Batch**: Ms. Sandra Mendes guided the EXAP students Ruchika Radhakrishnan and Aishwarya Pillai for the topic “Kids living in a digital world: A Healthy choice?”
      - **EXSP 2013-14 Batch**: Ms. Sandra Mendes guided the F.Y.B.Sc. students Misba Girkar and Ayesha Khan for the topic “History, Theory and Application of Origami”.
      - **EXAP 2013-14 Batch**: Ms. Sandra Mendes guided TYBA students Aneesha Jose and Riddhima Modi of TYBA along with Ms Gilda Pereira under the EXAP Research component on the topic RIGHTS OF SUNNI MUSLIM WOMEN IN THE AREAS OF MARRIAGE AND DIVORCE IN INDIA
   
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students : Does not apply

24. List of eminent academicians and scientists /visitors to the department : Anandi Dantas (CEHAT) and Radha Srinivasan (Dept of Physics University of Mumbai)

25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National
   b) International Conference: ‘Mumbai – Socio-Cultural Perspectives: Contributions of Ethnic Groups and Communities’ held on January 7-8, 2011 organized jointly with the History & Sociology departments and sponsored by Laura & Luigi Dallapicola Trust.

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>*F</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYBSc()</td>
<td>135</td>
<td>60</td>
<td>44-</td>
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</table>
27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Does not apply.

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>NA</td>
</tr>
<tr>
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<tr>
<td>PG to Ph.D.</td>
<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>NA</td>
</tr>
<tr>
<td>Entrepreneurship / Self-employment</td>
<td>NA</td>
</tr>
</tbody>
</table>

30. Details of Infrastructural facilities:
   a) Library: Students use the college library with list of reference books provided to them regularly in the lectures.
   b) Internet facilities for Staff & Students: Centralized facility at the Computer Lab
   c) Class rooms with ICT facility: used regularly to show students Power point presentations on concepts in the syllabus and their applications.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts:
* Sept. 7, 2012: A talk on ‘Nuclear Energy’ by Dr. Ignat Mendes was attended by the students of the Departments of History, Mathematics and Statistics and Political Science.

* The Talk on Problems faced by College Students - HIV AIDS was given by Dr Ashwini Balerao Gandhi on December 14, 2012 under Ananya. This talk was organized jointly by the Departments of Mathematics, History and Economics.

* The Mathematics and Statistics Department and the Economics Department organized a talk and discussion on ‘HIV AIDS, Migration and Health Issues’ by Ms. Anandi Dantas from the NGO CEHAT.

33. Teaching methods adopted to improve student learning:

1. Teaching aids such as OHP, PowerPoint presentations and workshops in the computer lab using software for the concepts taught are designed alongside with the lectures.

2. MCQ’s, graph reading, situational problems like airline timetable schedule, stock exchange transactions evaluation, Sudoku and puzzles using concepts.

3. Syllabus based student group presentations on recent developments and research in the mathematical concepts. The power point presentations were also evaluated.

4. Topics of social relevance and current affairs are given to students for them to create questionnaires, collect the data, tabulate data and analyze the data. The students then present the findings in the class, hold a discussion and get feedback for the same.

5. News articles on current events and data taken from various sources are presented to the students and they are asked to discuss the same and present their conclusions.

6. Software like Minitab, Mathlab and EXCEL Statistical Software are used to show the students the application of the concepts taught in lectures. The students are also encourage to used new techniques while analyzing and presenting the data.

7. Remedial session is regularly conducted for students who find the subject difficult.

Use of ICT and other methods for student learning

1. For the F.Y.B.Sc. students of Mathematics, computer workshops on EXCEL and ‘MathLab for Unique Mathematical Functions’ and Math Websites were conducted.

2. The students made power-point presentations on mathematicians like Euclid, Newton, Aryabhatta, Euler, Taylor, Lagrange, Pascal.

Circuits and Electronics’, ‘Number theory – Pascal’s Triangle and its applications’.

4. A workshop on ‘EXCEL and Control Charts’ was held for SYBA Statistics students. A workshop on ‘Data Processing and EXCEL’ was organised for the F.Y.B.Sc. and FYBA Statistics students.

5. SYBA Statistics students were shown power-point presentations on topics such as ‘Applications of LPP in Industry’, ‘Applications of Chisquare in Research and Development’, ‘Duality – theory, methods and strategies’.

6. Till the installation of the on-line student feedback in 2012, students of Statistics helped in data entry using EXCEL and a quantitative analysis of the data.

7. In 2011-12, the FYBSc Mathematics students presented posters in class on any one application of the topics that they were studying such as ‘Simpson’s Paradox’, ‘Hilbert’s Hotel Paradox’, ‘Tanagram’, ‘Tower of Hanoi’, ‘Cantor’s Paradox’, ‘Four-colour Problem’, Boolean Algebra’, Game of Nim’, ‘Seven Bridges of Konigsburg’.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

1. Students of SYBA under the guidance of Ms. Sandra Mendes and Ms. Vidya Konar undertook a survey project “Different communities of Mumbai and the changes in their lifestyle and outlook” and the findings were presented by the students at the International Conference ‘Mumbai – Socio-Cultural Perspectives: Contributions of Ethnic Groups and Communities’ held on January 7-8, 2011 which was organized jointly by the Departments of History and Sociology.

2. The department of Maths and Statistics along with the department of Physics held a talk on BEYOND SCIENCE by Dr (Mrs) Radha Srinivasan on July 26, 2014.

3. Sample surveys on relevant theme pertaining to the Mumbai city like Water Conservation, State of Transport Infrastructure in Mumbai, Skywalks in Mumbai and Sanitary Facilities, Health Lifestyles of the Citizens in Mumbai was done along with the students of SYBMM in 2010-2011.

4. Human Rights Issues – Domestic Violence and Women- a survey was conducted in collaboration with Dr. I. A. Mendes (Chemistry) in 2010-2011.

5. To make learning more student-centric interesting ways of teaching-learning are regularly adopted E.g. Subject related model making, skit performances, crosswords, quizzes, Sudoku, hands-on IT application.
6. The Maths department has helped in creating Maths remedial lessons for the Municipal School Project conducted by the NSS student volunteers for students from nearby Municipal Schools.

35. SWOC analysis of the department and Future plans.

**Strengths:**
- Providing an enriching learning experience and encouraging the development of transferable skills; students from diverse backgrounds.
- Approachable staff available for students for solving their doubts.
- The syllabus is taught from the basics, even the most elementary concepts are taught with links to the topics in the syllabus. Both are very quantitative oriented subjects with applications taught simultaneously with the concepts.

**Weaknesses:**
- University prescribed rigid and repetitive syllabi; changes in the evaluation method leading to differing systems in consecutive years.
- Completion of syllabus is a priority and hence organising activities often takes a back seat.
- Mathematics and Statistics are often perceived by students to be difficult from school days. Hence their concept build up is very weak.
- The students at the time of admission do not see this as a viable option to enhance their career options.

**Opportunities:**
- Using modern technology more effectively; equipping students with better skills.
- Encouraging students to participate in activities linked to the subject.

**Challenges:**
- Convincing students that learning is not utilitarian but holistic; persuading students that a good education never goes waste.
- Make the learning process more students centric so that students are encouraged to work at improving their quantitative skills.
- To pursue personal research work which is socially relevant.

**FUTURE PLANS:**
- Continuing to make the subject meaningful.
- Planning a more varied and challenging syllabi, if the college gets autonomy.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department : PHYSICS

2. Year of Establishment – 1957

3. Names of Programmes / Courses offered - UG (First Year B.Sc)

4. Names of Interdisciplinary courses and the departments/units involved: Not applicable

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments: does not apply

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued (if any) with reasons : No courses have been discontinued.

9. Number of teaching posts :

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Meeta Saxena</td>
<td>MSc., PhD.</td>
<td>Assistant Professor</td>
<td>Electronic &amp; Telecomm.</td>
<td>2 years &amp; 7 months</td>
<td></td>
</tr>
</tbody>
</table>

11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty: 0%.
13. Student-Teacher ratio (programme wise): 25:1 for practicals

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Two lab attendants

15. Qualifications of teaching faculty with DSc / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University: no facility.

19. Publications:
   a) Publication per faculty: Two
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers: None.
      - Citation Index: None
      - SNIP: None
      - SJR: None
      - Impact factor: None
      - h-index: None

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students : Does not apply

24. List of eminent academicians and scientists /visitors to the department : Does not apply

25. Seminars/Conferences/Workshops organized & the source of funding: Nil

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled *M</th>
<th>Enrolled *F</th>
<th>Pass percentage</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
<td></td>
</tr>
</tbody>
</table>

*M = Male  F = Female
Does not apply as the students have not taken Physics as a major in the third year.

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Does not apply.

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Ph.D. to Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>• Campus selection</td>
<td></td>
</tr>
<tr>
<td>• Other than campus</td>
<td></td>
</tr>
</tbody>
</table>
30. Details of Infrastructural facilities: One laboratory with instruments and one dark room

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.
   * Talk was organized on 24th August 2012 by Dr. Amol Dighe, Associate Prof. in TIFR in department of Theoretical Physics on “Discovery of the Higgs Boson: Before, During and After”.

33. Teaching methods adopted to improve student learning:
Development of Student-centered learning materials and Online support mechanisms. For Example:
- Provide materials to facilitate learning
- Encourage students learning in the form of quizzes and puzzles.
- During annual festival ‘Ananya’ students are encourage to set up short working models with application.
- Encourage peer learning.
- Demonstration models are available for students like pin hole camera, hanging magnet, Voltmeter, Ammeter, Galvanometer, periscope, propagation of longitudinal waves, etc

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.: Helps the institution in admission and attendance work.

35. SWOC analysis of the department and Future plans.
   **Strengths:**
   - Energized sustainable interactions with students.
   - Providing research guidance to UG students.
   - Well equipped and self sufficient laboratory.
   - Departmental library is available for ready reference.

   **Weaknesses:**
   - Inadequate language skills make communication difficult.
   - Initial attitude for learning physics is limited as physics is considered as a difficult subject.
   - As Physics is offered only at the first year level, students level of interest in the subject is low.
Opportunities:
- Students have an opportunity to learn beyond the curriculum by various activities organized by department.

Challenges:
- Improving the attendance of students.
- At the entry level, students have misconception about the subject and they are hesitant to opt for it.
- To create interest in physics
- We plan to get in more automation in the laboratory.

FUTURE PLAN:
To popularize Physics among science students.
EVALUATIVE REPORT

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

1. Name of the Department: **Information Technology**

2. Year of Establishment – 2013

3. Names of Programmes / Courses offered - UG (B.Sc in I.T.)

4. Names of Interdisciplinary courses and the departments/units involved: Not applicable

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other departments: does not apply

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons: No courses have been discontinued.

9. Number of teaching posts: Not applicable as it is a self financed course. The staff are paid by the management

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
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<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
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<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Roshan D’Souza</td>
<td>M.Sc, Ph.D.</td>
<td>Coordinator</td>
<td>Animal Physiology</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Mr. G.S. Singh</td>
<td>MCA, M.Phil</td>
<td>Faculty Member</td>
<td>IT</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Dr. Meeta Saxena</td>
<td>MSc., PhD.</td>
<td>Assistant Prof</td>
<td>Electronics &amp; Telecomm</td>
<td>2 years &amp; 7 months</td>
<td></td>
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</tbody>
</table>
Mrs. Manpreet Singh  
MA  
Visiting Faculty  
-  
-  

Mrs. Saqueba Shaikh  
BE(IT)  
Visiting Faculty  
-  
1  

Ms. Sidranaaz Qazi  
MSc(IT)  
Visiting Faculty  
-  
6 Months  

11. List of senior visiting faculty: does not apply

12. Percentage of lectures delivered and practical classes handled by temporary faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>No. of Lectures per week</th>
<th>No. of practical sessions per week</th>
</tr>
</thead>
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<tr>
<td>Mrs. Manpreet Singh</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Saqueba Shaikh</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Ms. Sidranaaz Qazi</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

13. Student-Teacher ratio (programme wise): 30:1 for practicals

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One lab attendant.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University: no facility.

19. Publications:

a) Publication per faculty: Nil
   - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
   - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare
Database – International Social Sciences Directory, EBSCO host, etc.): None.
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- Chapter in Books: None.
- Books Edited: None
- Books with ISBN/ISSN numbers with details of publishers: None.
- Citation Index: None
- SNIP: None
- SJR: None
- Impact factor: None
- h-index: None

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil.

22. Student projects:
  a) Percentage of students who have done in-house projects including inter-departmental/ programme: 70%

Research under EXSP
- Sankeertana Kanchan and Shweta Rao: Biochar: guided by Dr. Roshan D’Souza
- Sushmita Debnath and Siddhi Balnekar: A.I.: Artificial Intelligence: guided by Mr. G.S. Singh
- Madiha Ansari and PratikshaShettigar: Mobile technology rocks the world: guided by Dr. MeetaSaxena
- Heena Malkani: Effect of social networking on the youth: guided by Mr. G.S. Singh
- RudraJaiswal and Reena Bare: Quantum teleportation: guided by Dr. MeetaSaxena

  b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students: Does not apply

24. List of eminent academicians and scientists /visitors to the department:
  Mr Dharmendra Rai - Mind Mapping Session on July 16, 2013
  Mr. Neville Roy Singham - Digital Inequality, Cyber Colonialism: The Rise of the Super Surveillance State on September 23, 2013
  Mr. Douglas (Sacred Heart Prep. School, California) - Photoshop on December 19, 2013.
25. Seminars/Conferences/Workshops organized & the source of funding: Nil

26. Student profile programme/course wise:

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</thead>
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<tr>
<td>B.Sc (I.T.)</td>
<td>55</td>
<td>38</td>
<td>0</td>
<td>NA</td>
</tr>
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</table>

*M = Male  F = Female

27. Diversity of students (details with Student Support Committee/College Office)

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Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Does not apply.

29. Student progression:

<table>
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<td>NA</td>
</tr>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Employed**
- Campus selection
- Other than campus recruitment

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
</tr>
</thead>
</table>

Entrepreneurship / Self-employment

30. Details of Infrastructural facilities:
   a) Library: Those available in the main college library.
   b) Internet facilities for Staff & Students: centralized facility at the Computer Lab No.-5 as well as IT Staff Room.
   c) Class rooms with ICT facility: Rm no.36, 37, 28 A, AV Hall, Convention Centre
   d) Laboratories: Well equipped Laboratory for undergraduate teaching
31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.

33. Teaching methods adopted to improve student learning:
   * Students are motivated to do reference work beyond the textbook.
   * Students are encouraged to participate in departmental activities and other cultural activities held in the college.
   * At the individual level, the staff is always willing to advice the students on personal and/or academic issues.
   * Use of multimedia- PowerPoint presentations which has positive verbal feedback regarding these, which is always inspiring.
   * Extra lectures are given when required complete the syllabus.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
   * Students organized a fun-filled activity CAN-KID party for the children who are cancer patients. They entertained the children by dressing up as various cartoon characters as well as by putting up a puppet show.

35. SWOC analysis of the department and Future plans.
   **Strengths:**
   - We have a good rapport with our students through interactions have always made an effort to foster participation of the students during regular lectures.
   - The staff are very friendly to the students and help with academic difficulties. They try to help the late admitted students with lectures they missed.
   - We encourage students to do extra reference.
   - We encourage to take part in the college extracurricular activities like Ananya, Kaleidoscope, Sports day, College day, EXSP and NSS activities.
   - We insist on maintaining cleanliness in the laboratory and try to nurture amongst our students, the sense of belonging to the department as well as to the college.
   - We try to bring about the awareness towards the environment and women’s issues.
Weaknesses:
- Since the department having more visiting faculty, it is difficult to organize many different activities as the syllabus completion is always a priority.

Opportunities:
- Since we are a new department we have a lot of scope towards building our department, planning various strategies related to admission, teaching-learning so that we can publicize our department for better enrolment in years to come.

Challenges:
- To make IT as an interesting field through our teaching – learning methods so that students get enough professional exposure throughout these three years of their degree program.
- To publicize our department and get better enrolment numbers.
- To prepare the students and hone their software development skills.
- To organize training workshops as value-addition for students.
- To see the department grow from strength to strength.

FUTURE PLANS:
To strengthen the department.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about
3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Quality Assurance

2. Year of Establishment – 1993

3. Names of Programmes / Courses offered - Post Graduate Diploma in
   Quality Assurance in Food and Pharmaceutical Industry (QA)

4. Names of Interdisciplinary courses and the departments/units involved:
   Nil

5. Annual / semester / choice based credit system – Semester

6. Participation of the department in the courses offered by other
departments: does not apply

7. Courses in collaboration with other universities, industries, foreign
   institutions, etc.: No collaborative courses have been introduced.

8. Details of courses/ programmes discontinued (if any) with reasons : No
courses have been discontinued.

9. Number of teaching posts: Not applicable as it is a self financed course.
The staff are paid by the management

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gail Carneiro</td>
<td>M.Sc., Ph.D.</td>
<td>Directress</td>
<td>Organic Chemistry</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dr. Chinmoyee Vatsyayan</td>
<td>M.Sc., Ph.D.</td>
<td>Coordinator</td>
<td>Biochemistry</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Ms. Pritha Sur</td>
<td>M. Sc.</td>
<td>Assistant Coordinator</td>
<td>Biochemistry</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
11. List of senior visiting faculty: More than 20 regular visiting faculty from reputed industries, government organizations, research institutes, independent consultants and in-house faculty are involved. Apart from them, many other experts from specialized fields are also invited.

12. Percentage of lectures delivered and practical classes handled by temporary faculty: Most of the lectures are taken by visiting faculty and experts from specialized fields.

13. Student-Teacher ratio (programme wise): 12:1 for practicals

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One lab attendant

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: All in-house are PG/Ph.D. All invited faculty are experts in their field and majority are PG / Ph.D

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.: No ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: Help from Industry for upgradation of QA facilities. Blue Cross Laboratories donated seven new HP desktop computers, one HP coloured laser printer and one HPLC unit

18. Research Centre / facility recognized by the University: does not apply

19. Publications:
   a) Publication per faculty
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
- Books with ISBN/ISSN numbers with details of publishers: None.
- Citation Index: None
- SNIP: None
- SJR: None
- Impact factor: None
- h-index: None

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards… Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: 100%

Every year all the students do their in-plant training for two months each in a Food and Pharmaceutical Industry. Some of the industries are:

**Food Industry** – Cadbury (now Mondelez), Thane; Marico Industries, Mumbai; Jain Irrigation, Jalgaon; Pastonjee Icecreams, Mumbai; Allanasons, Mumbai; Parle Agro, South India, General Mills, Mumbai; Coca cola Beverages Ltd., Pirangut; Vista Foods Ltd., Taloja; Puratos, Navi Mumbai, Sarjena Foods; Mumbai; MTR, Bangalore; Kamani oils Ltd., Khopoli; Amul, Anand; Cavin Care, Taste- L, Karad etc.

**Pharmaceutical Industry** – Cipla Ltd., Goa and Mumbai; Pfizer, Mumbai and Goa; Glaxo Smithkline Ltd., Nashik; Novartis Ltd., Mumbai; Blue Cross Ltd., Goa and Nashik; S. Kant Healthcare, Vapi, Abbott Laboratories, Goa; Athena Pharma, Mumbai; Markson Pharma, Goa; Sanofi Aventis, Goa etc.

During their in plant training in Industry, students carry out projects assigned to them.

* Projects are in the areas of quality, quality control, HACCP, production, audits, regulatory affairs etc.
* Each student completes two projects, one each in a food and pharmaceutical industry.
* The project completed is documented and a report is submitted to the respective industries.
* A copy of the project report is submitted to the QA department.
* The industry grades the students on their performance.
22. Awards/ Recognitions received by faculty and students: (Details available) The course has gained recognition by industry. AFST has instituted the Dr. K.U. Naram Award for the 1st, 2nd and 3rd rankers of the course.

23. List of eminent academicians and scientists/visitors to the department:
- More than 30 scientists/ academicians were invited for lectures in their area of expertise. (List available)
- Along with above experts, about 20 other eminent scientists/Industry personnel attend the annual diploma conferring ceremony of the course wherein they address and interact with the students. (List available)

25. Seminars/Conferences/Workshops organized & the source of funding: Nil

26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*M</td>
<td>*F</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>96</td>
<td>20</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>71</td>
<td>20</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>66</td>
<td>20</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>2012- 2013</td>
<td>92</td>
<td>24</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>75</td>
<td>24</td>
<td>7</td>
<td>17</td>
</tr>
</tbody>
</table>

*M = Male F = Female

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Year</th>
<th>% of students from the same state</th>
<th>% of students from other states</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 – 2010</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>95%</td>
<td>5%</td>
<td>Nil</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>92%</td>
<td>8%</td>
<td>Nil</td>
</tr>
<tr>
<td>2012- 2013</td>
<td>100%</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>79%</td>
<td>21%</td>
<td>Nil</td>
</tr>
</tbody>
</table>
28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Does not apply.

29. Student progression:

<table>
<thead>
<tr>
<th>Student progression</th>
<th>Against % enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. to Post-Doctoral</td>
<td>N.A.</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>- Campus selection</td>
<td>Almost 100% **</td>
</tr>
<tr>
<td>- Other than campus recruitment</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship/Self-employment</td>
<td>1 student</td>
</tr>
</tbody>
</table>

**Students of the course have been placed in reputed Food, Pharmaceutical and other related industries like:

**Food Industry** – Cadbury (now Mondelez), Thane; Marico Industries, Mumbai; PastonjeeIcecreams, Mumbai; Allanasons, Mumbai; Parle Agro, South India, General Mills, Mumbai; Taste- L, Mumbai, Monginis, Mumbai; American Dry Foods, Mumbai; Sky Gourmet, Mumbai; Ambassador Sky Chef, Mumbai; Pepsico, Mumbai etc.

**Pharmaceutical And other related Industry** – Cipla Ltd., Mumbai; S. Kant Healthcare, Mumbai; Novartis, Mumbai; Cognizant, Mumbai; Merill Life Sciences, Mumbai; TUV, Mumbai; Asian Paints, Baroda; S. Kant Fine Chemicals, Mumbai etc.

30. Details of Infrastructural facilities:

- Physical facility:
  An independent state-of-the-art “Geeta Israni Center of Quality Assurance” on the first floor of the Sophia Andersson Annexe which includes:
  - Air conditioned laboratory for wet work
  - Air conditioned instrument room
  - Air conditioned Microbiology laboratory
  - Reading room cum teamwork area
  - Store room
  - Washing room
  - Administrative office
  - Independent staff wash room
  - QA departmental library. *(List available)*

- Internet facilities for Staff & Students: The course has **independent internet facility for staff and students.**

- Class rooms with ICT facility:
* The air conditioned lecture room is ICT enabled and is equipped with six computers, two printers, LCD projector, laptop and public address system.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.
   A major strength of the course lies in the various enrichment programmes organized with in-house and external experts.
   - Input sessions in the form of special lectures, seminars etc. by experts in their respective areas of specializations.
   - Special ICT training session.
   - Students attend various subject related exhibitions organized by various related organizations.
   - Students attend seminars and conferences organized by consumer forum, AFST, PFNDAI, other related organizations.

33. Teaching methods adopted to improve student learning:
   - Training and special inputs sessions from experts from industry / relevant organizations.
   - Guided self study.
   - Independent oral presentations on relevant topics which are graded. Presentations are followed by feedback for improvement of presentation.
   - Class tests on the matter presented.
   - Weekly sessions to encourage creativity in students.
   - Film screening (both subject related and for improvement of general soft skills).
   - Lecture-cum-workshop sessions on ‘Basics of management’.
   - Book reviews with oral presentations.
   - Journal jotting with oral presentation
   - Workshops on soft skill development like Communication skills, personality development, improving team work ability etc.
   - Physical fitness development by regular sessions in the college gymnasium including playing of various indoor and outdoor games.
   - Training for four weeks in various public testing laboratories.
   - Exposure to industry and other relevant bodies through
     * Local and outstation visits with report writing.
     * In-plant training of two months each in a food and pharmaceutical industry.
     * Independent project work in industry.
Event Management: Annual diploma conferring ceremony for the outgoing students is an event managed by the junior students with a creative theme for the function.

Annual class project on frontier areas in the subject.

A system of continuous assessment of academics, discipline, behavior, attitude, motivation, commitment etc. is practiced.

Use of ICT: The use of ICT forms an integral part of the programme and ensures computer literacy of every student. Students are encouraged to use the internet facility for collection of information and Power Point for presentations. Submission of projects in computer typed format.

Hands-on experience in training industry workers with feedback

Peer teaching with feedback

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

- Annual blood donations by the students.
- Training workers on HACCP in Max Food Industry
- The annual thematic event ANANYA organised by the post graduate and QA students, focusses on academic and socially relevant themes to increase awareness and sensitize the participants in relevant areas like:
  - Building social responsibilities
  - Saving culture, traditions, family values
  - Pledging for the environment
  - Awareness of carbon footprint: its calculation and ways to reduce it
  - Seed saving and its importance
  - Good nutrition and balanced diet
  - Community kitchen

35. SWOC analysis of the department and Future plans.

**Strengths**

- All students and staff work towards one goal that is ‘Quality’.
- Syllabus is dynamic & flexible allowing changes with changing times and needs of Industry.
- Very strong Industry –Academia relationship. Earned goodwill of the industry, resulting in donations, internships with stipend, placements etc.
- Enthusiastic and competent visiting faculty.
- Highly committed regular and in-house staff.
- State of the art infrastructure with all amenities.
• Admission is based on independent admission criteria with the philosophy of providing equal opportunity to all (irrespective of their academic record, graduation subject, gender, college, etc.)
• Personalized attention for each student due to small numbers.
• Overall development, holistic approach & personal growth are emphasized.
• Co-curricular and extra-curricular activities are strongly encouraged
• Self learning is encouraged.
• Continuous assessment pattern.
• Active Alumni contribute towards the positive growth of the course by their suggestions and help with internships and placements.

**Weakness**
• Financial constraints are felt in running the course due to attempts to limit the fees to allow opportunity to students from financially weaker sections.

**Opportunities**
• All the willing students get placed in fields related to quality.
• Increase in Alumni help in providing career opportunities to students from varying backgrounds (academic/financial).

**Challenges**
• Placement for every student.
• Internships for every student.
• Keeping up with the fast changing needs of the industry.
• Arranging for new visits and visiting faculty every year.
• Course completion after delayed declaration of T.Y.B.Sc.results.
• Trying to establish new collaborations.
• Getting experts for sessions on new developments in the industry.

**Future Plans**
• Trying to get the course affiliated.
• Introduce new visits / internships / industry and institutional collaborations.
EVALUATIVE REPORT
The Self-evaluation of every department may be provided separately in about
3-4 pages, avoiding the repetition of the data.

1. Name of the Department : Diploma in Clinical Analysis

2. Year of Establishment – 1978

3. Names of Programmes / Courses offered - Post Graduate Diploma in
Clinical Analysis (DCA) and Post Graduate Certificate in Laboratory
Management (CLM)

4. Names of Interdisciplinary courses and the departments/units involved:
Microbiology, Life Sciences, Mathematics and English

5. Annual / semester / choice based credit system – Semester
DCA – 3 semesters – 60 credits & CLM – 2 semesters – 11 credits

6. Participation of the department in the courses offered by other
departments: does not apply

7. Courses in collaboration with other universities, industries, foreign
institutions, etc.:
No collaborative courses have been introduced.

8. Details of courses/programmes discontinued (if any) with reasons: No
courses have been discontinued.

9. Number of teaching posts: Not applicable as it is a self financed course.
The staff are paid by the management

<table>
<thead>
<tr>
<th>Post</th>
<th>Sanctioned</th>
<th>Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

10. Faculty profile with name, qualification, designation, specialization:

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Designation</th>
<th>Specialization</th>
<th>Years of Experience</th>
<th>No of Ph.D students guided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Arjumanara M Surti</td>
<td>Ph.D</td>
<td>Associate Prof &amp;</td>
<td>Microbiology</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Position</td>
<td>Specialization</td>
<td>Experience</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>----------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Dr. R K Mowdawala</td>
<td>MT, ASCP (USA), CLS, NCA</td>
<td>Educational Coordinator</td>
<td>Medical Technology/Lab Mgmt</td>
<td>40+</td>
<td></td>
</tr>
<tr>
<td>Ms. Suparna Dugal</td>
<td>M.Sc, SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>17.6</td>
<td></td>
</tr>
<tr>
<td>Dr. (Mrs.) Rajbinder Kaur Dehiya</td>
<td>Ph.D, SET</td>
<td>Assistant Professor</td>
<td>Microbiology</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Prof Sandra Mendes</td>
<td>M.Sc., M.Phil</td>
<td>Associate Professor</td>
<td>Mathematics</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Ms. Maneesha Desai</td>
<td>B.Sc., DMLT</td>
<td>Demonstrator</td>
<td>Micro/Medical Technology</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Faculty from the department of English and Chemistry are also involved in the course.

11. List of senior visiting faculty: Hospitals / Ref Labs / Diagnostics houses: - Dr. Aparna Jairam, MD, Dr. Vijay Parekh, PhD, Dr. Tester Ashavaid, PhD, Ms. Sandhya Bastian, Ms. Sarika Singh, Mr. Farsheed Bhivandivala, Ms. Vibha Mbhrakar, Mr. Ramesh Chavan, and Dr. Saida Ansari.

12. Percentage of lectures delivered and practical classes handled by temporary faculty: DCA 75% in house 25% by visiting faculty, CLM 25% in house 75% by visiting faculty.

13. Student-Teacher ratio (programme wise) : 18: 2 for practicals

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: The department does not have any technical and administrative staff.

15. Qualifications of teaching faculty with DSC / D.Litt. / Ph.D / M.Phil / PG: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.
There are no members of the faculty with ongoing projects.

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received:
   There are no projects funded by these agencies.

18. Research Centre / facility recognized by the University
   There is no facility.

19. Publications:
   a) Publication per faculty
      - Number of papers published in peer reviewed journals (national / international) by faculty and students: None.
      - Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.): None.
      - Monographs: None.
      - Chapter in Books: None.
      - Books Edited: None
      - Books with ISBN/ISSN numbers with details of publishers: None.
      - Citation Index: None
      - SNIP: None
      - SJR: None
      - Impact factor: None
      - h-index: None

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards... Nil.

22. Student projects:
   a) Percentage of students who have done in-house projects including inter departmental/ programme: Nil.
   b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil.

23. Awards/ Recognitions received by faculty and students: Does not apply

24. List of eminent academicians and scientists /visitors to the department: Lists is given in Point No 11

25. Seminars/Conferences/Workshops organized & the source of funding: Nil
26. Student profile programme/course wise:

<table>
<thead>
<tr>
<th>Name of the Course / Programme (refer question no. 4)</th>
<th>Applications Received</th>
<th>Selected</th>
<th>Enrolled</th>
<th>Pass percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*M = Male  F = Female

Students apply for the DCA programme after completing their B.Sc in Chemistry/ Microbiology/Life Science/Biochemistry

27. Diversity of students (details with Student Support Committee/College Office)

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>% of students from the same state</th>
<th>% of students from other States</th>
<th>% of students from abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject wise information not available. Institutional information given in point No. 24 - Profile of the Institution.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Does not apply.

29. Student progression:

This is a career oriented Post Graduate Diploma and Certificate course. Most of the students find placement within one year of completing the DCA course. The CLM course is conducted for those who are employed in Medical Labs.

30. Details of Infrastructural facilities: Institutional details given in RAR.

31. Number of students receiving financial assistance from college, university, government or other agencies. Details given in RAR

32. Details on student enrichment programmes with external experts.

33. Teaching methods adopted to improve student learning: OHP, ICT, Videos, Films, Students seminars, animations, Skits, poster-making competition, newspaper articles, debates, science update boards, educational visits, etc.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities.
Student work at their internship at Laboratories in the course of the programme. The students also participate in the programmes organized by various departments of the college.

35. SWOC analysis of the department and Future plans.

**Strengths**
- Students are encouraged to plan their lab with staff in charge. They do the collection at collection centers of the Pathology Lab that they are assigned in the morning and also rotate through a hospital lab during the two semesters. This prepares them for a tough internship in Mumbai’s top hospitals in the third semester.
- We are PIONEERS OF CMEs (Continuing Medical Education) and encourage our students to attend CMEs in Mumbai.
- Our student is taught to rise to the occasion and we turn out good individuals of high character, this is our endeavor and challenge -- GOOD CITIZENS.
- Our students stand out as Technologists in hospitals and are much sought after by pathologists. They can compete with the best in the world.

**Weaknesses**
- Since we were a self financed programme conducted by the college, our students were discriminated in Govt/BMC hospitals, (job wise) but not in private or big research hospitals and labs. The salary structure and lack of job security deterred students. We are now University recognized programme and this should end.

**Opportunities**
- The opportunities are endless, from Bench Techs to Sales and Marketing, to RD of Diagnostic houses, to other PG degrees.
- This is a recognized 16TH YEAR, 33 credit programme in the US and our students today are opting for a straight PhD program and or an MS Degree.

**Challenges**
- The need to be responsible and accountable, is emphasized so that a commitment to high quality standards is achieved, this often poses a challenge.

**Future Plans**
- Our plans always focus on CME program’s as we were the pioneers in 1980 and have not looked back, have also done two international CMES-. ONE with UMAB (Univ. of Baltimore at Maryland) and another with Univ. of Las Vegas USA.
- We plan to get in more automation in the laboratory.
POST-ACCREDITATION INITIATIVES

Many of the suggestions made by the last NAAC peer team when they visited the College in 2009 have been taken up.

- An efficient MIS system has been introduced and will be further developed so as to include student information related to administration, attendance and evaluation details.

- The IQAC has been strengthened and streamlined so as to function more effectively. Some initiatives have been taken under its aegis – e.g. an orientation programme was carried out for newly-recruited staff members, annual staff seminars for quality enhancement either through input from experts (either in-house or invited) or sharing of research interests, best practices in the teaching-learning process etc. Regular meetings of the IQAC are held to facilitate collegiality and accountability in the planning and execution of activities and processes.

- An add-on career-oriented certificate course in Bio-technology has been introduced for the Science undergraduate students, and a post-graduate certificate course in Laboratory Management has also been introduced. Government-certified computer courses, like MSCIT and MSACIT, are also now being conducted. The existing courses – the Quality Assurance and the Diploma in Clinical Analysis – continue to be conducted successfully and the programmes are regularly updated to keep abreast of the latest developments in the field. The courses run by the Sophia Centre for Women’s Studies and Development also continue to draw participants and feedback indicates that they have proved useful and interesting.

- A Bachelor’s programme in Information Technology (BScIT) is now offered at Sophia College. This self-financed course, like the Bachelor’s in Mass Media which was started earlier, is geared more to professional needs than to purely academic interests.

- A Master’s programme in Analytical Chemistry is now offered at Sophia College, and is in operation in collaboration with other University colleges. This is a self-financed course. In Mumbai University, the Masters programmes in the humanities are conducted directly by the University, so the possibility of starting a Master’s programme in the humanities at the College level does not arise.

- Remedial courses are conducted, especially in the languages, to help academically challenged students. Tutorial sessions, contact groups and remedial classes have helped to identify and help students in need of such remedial assistance. Though a language laboratory has not been established, online programmes in language skills, especially in English, have been conducted successfully. An add-on class in Spanish was conducted in the College in 2013-14.
• While possibilities of establishing a community radio station were explored, it was found that the investment as well as the ongoing expenses were too high to make this a financially viable project.

• The possibility of applying for and gaining autonomy has been explored and the process has been initiated. The management and teaching faculty have been seriously considering the opportunities and challenges offered by autonomy and we will shortly be initiating the process leading towards it.

• Seeking alternate sources of energy has been important both economically and environmentally. However, the initial investment required is so high that it has been beyond the reach of the management, which is already overstretched in meeting the budgetary deficits in the College. At present, we are trying to get corporate sponsorship (under CSR) for installing such alternate sources.

• We have a ramp at one of the entries, lifts in all three buildings and a ‘handicapped-accessible’ washroom available for the use of differently-abled students. While we do have a number of students with learning disabilities, we do not have any visually-challenged students or other differently-abled students. If and when we do have such students, we will invest in software and facilities specific to their needs.

• Our highly qualified teaching faculty is frequently called upon to share their expertise, learning and skills through consultancy. This is encouraged by the management and principal. However, this has not really resulted in much income-generation.

• Regular seminars and workshops are held for faculty. This includes an orientation-session for new staff. Teachers are also encouraged to apply for and participate in orientation, refresher and soft-skills courses conducted by various Academic Staff Colleges, in order to develop their professional skills and fulfill the eligibility criteria for career advancement.

• Short-term and long-term perspective plans are prepared annually. These are periodically reviewed.

• The Sophia Centre for Women’s Studies and Development is an extremely small organization with a total of six staff members. Given that constraint, they are extremely active in networking with NGOs with a similar aim, and collaborating with them in the empowerment of women. Courses are designed and run for them, according to their expressed needs, and activities are planned so as to facilitate interaction between their stakeholders and our students. However, it has not proved to be either desirable or viable to diversify our energies into acting as a nodal centre for the creation of neighbourhood women’s support groups.
• Consistent and regular programmes are conducted by the counsellor each year to acquaint students with the availability of counselling facilities on campus. Sessions are also conducted in classes in order to facilitate bonding in the group, to introduce students to time management, stress-handling and conflict resolution skills. Efforts have been made to systematize the mentoring programme, both at the departmental level (with the departments that employ this technique) and at the Counselling Centre.

• The placement cell – Career Connections – has been working in collaboration with the Ex-Students’ Association (SCESA) to help our students perform well in the quest for jobs, and to find suitable employment once they finish college. A number of industries and corporate houses regularly send us information about employment opportunities and vacancies. The Counselling Centre offers career guidance as well as counselling. Sessions are sometimes conducted to acquaint students with the opportunities available through different disciplines and within different professions.

• Efforts have been made to publicise our achievements and vision, through word-of-mouth; through posters, programmes and sessions conducted for schools and junior college students; through reporting in the regular media.

• Collaboration with other colleges, both in Mumbai and beyond, has slowly been developed. Several MOUs, either signed or in the process of being signed with universities abroad, have opened the possibilities of staff and student exchanges.

While some of the suggestions could not be taken up immediately, and a few proved to not be viable at all, the process of seeking to implement them was a salutary one. We found that they helped us to deepen our belief in all that we stood for, and encouraged us to find more ways of living our principles and goals. The whole exercise has proved to be very positive in challenging us to seek creative methods of developing our strengths in spite of the constraints we face.
Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) is true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

(Dr. (Sr.) Ananda Amritmahal)
Principal
PRINCIPAL SOPHIA COLLEGE

Place: Mumbai
Date: 8th November, 2014
CERTIFICATE OF COMPLIANCE

This is to certify that SOPHIA COLLEGE FOR WOMEN fulfils all norms

1. stipulated by the affiliating University and/or
2. Regulatory Council/Body (such as UGC, NCTE, AICTE, MCI, DCI, BCI etc.) and
3. The affiliation and recognition is valid as on date.

In case the affiliation/ recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 8th November, 2014
Place: Mumbai

(Dr. (Sr.) Ananda Amritmahal)  
Principal

PRINCIPAL, SOPHIA COLLEGE
TO WHOM IT MAY CONCERN

This is to certify that Sophia College for Women, Bhalabhai Desai Rd, Mumbai, is affiliated to the Mumbai University since 1941 and recognized by the University Grant Commission and the following degrees/courses/subjects are taught in the said college as per approval:

<table>
<thead>
<tr>
<th>Degree/ Courses</th>
<th>Subjects</th>
<th>Duration</th>
<th>Affiliation</th>
<th>Validity period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) B.A.</td>
<td>English, Hindi, French, Education, History, Political Science, Philosophy, Psychology</td>
<td>3 years</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>b) B.Sc.</td>
<td>Zoology, Life Sciences, Chemistry, Biochemistry, Microbiology, Mathematics &amp; Statistics, Physics</td>
<td>3 years</td>
<td>Permanent</td>
<td>Permanent</td>
</tr>
<tr>
<td>Undergraduate- on permanently no-grant basis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) B.M.M.</td>
<td></td>
<td>3 years</td>
<td>Temporary</td>
<td>From 2003-2004 to 2014-2015</td>
</tr>
<tr>
<td>b) B.Sc. (IT)</td>
<td></td>
<td>3 years</td>
<td>Temporary</td>
<td>From 2013-2014 to 2014-2015</td>
</tr>
</tbody>
</table>

(Signature)
(Dr. Rajpal Hande)
Director
Board of College and University Development
TO WHOM IT MAY CONCERN

This is to certify that Sophia College For Women, Convent Of The Sacred Heart, Bhulabhai Desai Road, Mumbai - 400 026 is affiliated to the UNIVERSITY OF MUMBAI since 1941 and the following Post-graduate Courses/Subjects are taught in the said college as per approval.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Course(s)</th>
<th>Duration of the course</th>
<th>Affiliation (Permanent/Temporary)</th>
<th>Period of Validity for the Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M.Sc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Life Science</td>
<td>2 Years</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Microbiology</td>
<td>2 Years</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Bio-chemistry</td>
<td>2 Years</td>
<td>Permanent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Analytical Chemistry</td>
<td>2 Years</td>
<td>Temporary</td>
<td>2010-11 to 2014-15</td>
</tr>
</tbody>
</table>

(Signature)
(Phm. Dr. Rajpal Hande)
Director
(Board of College and University Development)
University of Mumbai
No. F-54011(WO) XII Plan.

The DDO
University Grants Commission (UGC)
Pune-411 007.

Subject: Release of "Adhoc on Account Grant" under the Scheme of Under Graduate Development Assistance during XII Plan period.

Sirs/ Madam,

I am directed to convey the sanction of the Commission for payment of Rs. 3500000. (Rupees three lakhs fifty thousand only) to SOPHIA COLLEGE FOR WOMEN, BHUPEL S DESAI ROAD, MUMBAI - 400036 as an adhoc grant for the XII plan period in addition to grants already released.

<table>
<thead>
<tr>
<th>XI Plan Allocation</th>
<th>25% of XI Plan Grant</th>
<th>15% of XI Plan Grant</th>
<th>Total Grant sanctioned (40%)</th>
<th>XII Plan Provisional Sanction (Adhoc)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>425000</td>
<td>255000</td>
<td>680000</td>
<td>760000</td>
</tr>
</tbody>
</table>

The sanction amount is debitable to head of account as detailed below.

- The sanctioned grant may be treated as "Adhoc On account" grant for XII Plan. The grant sanctioned now would be adjusted against the XII Plan allocation to be made subsequently.
- The grant shall not be used for self-financing non-grant aided courses & teachers.
- It is requested that the college is Self-Finance. The entire amount has to be refunded to UGC(WO), Pune with penal interest @ 10% per annum.
- The grant can be used for items e.g. renovation/addition/extension of building (including renovation of læraging building), books & journals, equipments, laboratory, connectivity, career and counseling cells, cultural activities, day care center, annual maintenance contract and development of ICT, Human Rights & Duties Education (HRDE) and Instrumentation Maintenance facilities (IMF) etc. College may incur the expenditure as per XII Plan guidelines which have been uploaded on UGC website i.e. www.ugc.ac.in.
- The sanctioned amount is debitable to the major head 2 (B) for General, 2(X) for SC, 2(XI) for ST respectively and is valid for the financial year 2013-14.
- The amount of the grants shall be drawn by the Account Officer (DDO), UGC (WO), Pune on the Grants-in-aid bill and shall be disbursed to and credited to the Principal of the college through Electronic mode as per the following details:

- **b)** Account No.: 41763211
- **c)** Name & Address of Bank Branch: INDIAN BANK, CUMBALIA HILL
- **d)** MICR Code: 410000035
- **e)** Type of Account: Saving Bank Account

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SOPHIA COLLEGE
The grant is subject to adjustment on the basis of Utilization Certificate to the prescribed Pattern submitted by the University/College/Institution.

The University/College shall maintain proper accounts of the expenditure out of the grants which shall be utilized, only on approved items of expenditure.

The University/Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provision of GFRs, 2005 and instruction/guideline there under from time to time.

The Utilization Certificate to the effect that the grant has been utilized for the purpose for which it has been sanctioned shall be furnished to UGC as early as possible after the close of current financial year.

The assets acquired wholly or substantially out of UGC's grant, shall not be disposed of or encumbered or utilized for purposes other than those for which the grant was given, without prior sanction of the UGC, and should at any time the College cease to function, such assets shall revert to the University Grants Commission.

A Register of the assets acquired wholly or substantially out of the grant shall be maintained by the University/College in the prescribed format.

The grantee institution shall ensure the utilization of grants-in-aid for which it is being sanctioned/paid. In case of non-utilization/ part utilization, the simple interest @ 10% per annum as amended from time to time on utilization amount from the date of draw to the date of refund as per provision contained in General Financial Rules of Govt. of India will be charged.

The UGC/College shall follow strictly the Government of India/UGC's guidelines regarding implementation of the reservation policy [both vertical (for SC, ST & OBC) and horizontal [for persons with disability etc.]] in teaching and non-teaching posts.

The University/College shall fully implement the Official Language Policy of Union Govt. and comply with the Official Language Act, 1963 and Official Languages (use for official purposes of the Union) Rules, 1976 etc.

The sanction issues in exercise of the delegation of powers vide Commission office order No. 150/2013 [F. No. 10-11/12 (Admin. IA & II)] dated 20/5/2013.

The University/Institution shall strictly follow the UGC Regulations on curbing the menace of Ragging in Higher Education Institutions, 2009.

The University/Institution shall take immediate action for its accreditation by National Assessment & Accreditation Council (NAAC).

The accounts of the University/Institution will be open for audit by the Comptroller & Auditor General of India in accordance with the provisions of General Financial Rules, 2005.

The annual accounts i.e. balance sheet, income and expenditure statement and statement of receipts and payments are to be prepared strictly in accordance with the Uniform Format of Accounting prescribed by Government.

Funds to the extent of Rs. ______ are available under the Scheme.

This issue with the concurrence of FDI vide Diary No. 27837 & No.7411 dated 25.02.2014 & 21.02.2014.

This issue with the approval of Head of the Office vide Sanction File No 5-60/13.

Yours Faithfully

(Nareesh Pal Meena)

Education Officer

Copies forwarded for information and necessary action to:

i) The Principal,
SOPHIA COLLEGE FOR WOMEN
BHULABHAI DESAI ROAD, MUMBAI
MUMBAI- 400026

ii) The Director, B.C.I.D./C.I.D.S., University of Mumbai

iii) The Director/Commissioner, Higher Education, Govt. of Maharashtra, Central Building, Parel.

iv) Accountant General, Govt. of Maharashtra, State, 101, Mahatma Karve Marg, Mumbai - 20.

v) Guard File.

Sr. No.
Prog. Total.

Education Officer
अत्यांशस्त्राक दर्ज़ना गमनते समाप्त गृह मन्त्री

समस्त जागेर्जन अंतःकरण आंक यथेष्टतया हि पद्धतिः। सूचना व शैक्षणिक संगठनो तथा गृह संस्थान

मानवीय आधिकारिकरण धार्मिक अद्यावधिक सदस्य महामाती मन्त्रालयो भारत राष्ट्र सरकार के द्वारा निर्माण वित्तसंबंधी घटनाओ हिंदी रूप में संचालित करता है। इसके अतिरिक्त सरकार इतिहास में संबंधित सचिवालयो का साथ देना ही आवश्यक आत्मविश्वास वित्तसंबंधी रूप में संचालित करता है। इसके अतिरिक्त सरकार इतिहास में संबंधित सचिवालयो का साथ देना ही आवश्यक आत्मविश्वास वित्तसंबंधी रूप में संचालित करता है।

प्रामाण्यता, सत्य संस्कृति ही विकसित (स्वभाव) आत्मविश्वास वित्तसंबंधी सरकार असलामी के बाद के बदले प्रयास किया गया है।

(स्त्री. एस. सेनेकर) गृह मन्त्री समाप्ति दर्जना अध्यक्ष

अत्यांशस्त्राक विकसित निर्माण, महाराष्ट्र सरकार

मुंबई 400 032.
ANNEXURE – IV

Copy of letter No. F-18/1169/UNIV, dated 24th August, 1976

From: Prof. D. G. K. Panabak, Member, University Grants Commission, New Delhi
To: The Registrar, University of Madras, Chennai.

Subject: Submission of intimation under Sections 9(5) and 35 of the University Grants Commission (General) (Third Amendment) Act, 1976 for recognition of Colleges.

With reference to your letter No. REG/14517/76 dated 7.11.1975, I am directed to inform you that in view of the following intimation submitted under Section 9(5) and 35 of the University Grants Commission (General) (Third Amendment) Act, 1976, the following Colleges have been recognized for the academic year 1976-77:

2. Valluvar College, Madras.
3. Madras Medical College, Madras.
4. Presidency College, Madras.
5. Presidency College, Chennai.
6. Madras University College of Arts and Science, Madras.
7. Madras University College of Commerce and Business Administration, Madras.
9. Madras University College of Law, Madras.
10. St. Xavier's College, Mumbai.

The above intimations are in accordance with the provisions of Section 9(5) and 35 of the University Grants Commission (General) (Third Amendment) Act, 1976.

Yours sincerely,

[Signature]

Registrar,
University of Madras, Chennai.
<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Project</th>
<th>Agency</th>
<th>Status</th>
<th>Amount (Rs.)</th>
<th>Duration (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anita Lebe</td>
<td>Organizational Learning in Accredited Colleges: Crucial for Change</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>14,000/-</td>
<td>1</td>
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<tr>
<td>(Dept. of Psychology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dr. Priyanka Shetty</td>
<td>Evaluation of Alstonia Scholaris R.Br. leaf extracts for modulation of Angiogenesis</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>31,500/-</td>
<td>1</td>
</tr>
<tr>
<td>(Dept. of Chemistry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Rajat Ray</td>
<td>Characterization of Cells from explants cultures of regenerating causal fin of Zebra fish for investigating tissue regeneration in vivo</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>30,000/-</td>
<td>1</td>
</tr>
<tr>
<td>(Dept. of Life Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Yamin Khan</td>
<td>Mechanisms of uptake of Super Paramagnetic Iron Oxide Nanoparticles (SPIONS) and their effect on the C6-Glioma cell line</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>30,000/-</td>
<td>1</td>
</tr>
<tr>
<td>(Dept. of Life Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Rajendra Dehnya</td>
<td>Microbial Siderophores: Isolation, Characterization and Quantification from Polluted Soils</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>22,500/-</td>
<td>1</td>
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<tr>
<td>(Dept. of Microbiology)</td>
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<tr>
<td>Dr. Jesica Mendes</td>
<td>Evaluation of the Courtesan Genre of Kathak in Hindi Films</td>
<td>The Rotary Club of Bombay Mid-Town</td>
<td>Minor</td>
<td>10,000/-</td>
<td>1</td>
</tr>
<tr>
<td>(Dept. of Psychology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Radhika Ferns</td>
<td>Biosorption of Chromium (VI) from Aqueous Solutions using Areca Nut Husk</td>
<td>Shri. Dhandevi Mahindra Research Fellowship Award</td>
<td>Minor</td>
<td>60,000/-</td>
<td>1</td>
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<tr>
<td>(nee D'Souza) (Dept. of Chemistry)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>2010-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td></td>
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</tr>
<tr>
<td>Dr. A. Suri (Microbiology)</td>
<td>Screening of Microorganisms Degradig PCB-118 and Studies on its Biodegradation by Microbial Cells with Magnetic Nanoparticles</td>
<td>UGC</td>
<td>Minor</td>
<td>1,20,000/-</td>
<td>2</td>
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<tr>
<td>Dr. Jennie Mendes (Psychology)</td>
<td>A Qualitative Approach to the Phenomenology of Caretaking</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>11,500/-</td>
<td>1</td>
</tr>
<tr>
<td>Dr. A. Suri (Microbiology)</td>
<td>Serpinase: Isolation, Characterization, Immobilization on Magneto Nanoparticles and the Probable Use of the Products of Degradation of Keratin in Bacteriological Media for Cultivation of Microorganisms</td>
<td>University of Mumbai</td>
<td>Minor</td>
<td>30,000/-</td>
<td>1</td>
</tr>
<tr>
<td>Mrs. Jyoti Mantri (Microbiology)</td>
<td>A Comparative Study of the Effect of Antibiotics and Aloe Vera Gel Separately and in Combination on Skin Pathogens and their Biofilms</td>
<td>The Rotary Club of Bombay Mid-Town</td>
<td>Minor</td>
<td>5,000/-</td>
<td>1</td>
</tr>
<tr>
<td>Ms. Sandhya Kaduru (Zoology) and Ms. Suparna Dagal (Microbiology)</td>
<td>Environmental Risk Assessment of Nonsteroidal Anti-Inflammatory Drugs (NSAIDS)</td>
<td>The Rotary Club of Bombay Mid-Town</td>
<td>Minor</td>
<td>5,000/-</td>
<td>1</td>
</tr>
<tr>
<td>Ms. Sunita Jadav (Economics)</td>
<td>Empowerment to Entrepreneurship through Self Help Groups (SHGs): A Study to Assess Effectiveness of Women SHGs in Promotion of Micro Enterprises in Mumbai</td>
<td>The Smt. Dhandevi Mahindra Research Fellowship Award</td>
<td>Minor</td>
<td>40,000/-</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Jennie Mendes (Psychology)</td>
<td>Konkani Translation, Cultural Adaptation and Testing of Stigma-Devaluation Scale (SDS), for Caregiver Relatives of the Mentally Ill in Goa</td>
<td>The Smt. Dhandevi Mahindra Research Fellowship Award</td>
<td>Minor</td>
<td>20,000/-</td>
<td>1</td>
</tr>
<tr>
<td>Ms. Suparna Dagal and Ms. Shandhita</td>
<td>Use of Symbiotic Therapy for Opportunistic Mycobacteriophage Infection</td>
<td>The Lobo-Dubey Research</td>
<td>Minor</td>
<td>16,000/-</td>
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<tr>
<td>Name</td>
<td>Project Description</td>
<td>Scholarship</td>
<td>Amount</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Prabha (Microbiology)</td>
<td>A Pilot Study: To Explore the Application of Piaget's Theory of Cognitive Development (in the Indian Context with Specific Reference to Mumbai)</td>
<td>The Lobo-Dubey Research Scholarship</td>
<td>Minor 4000/-</td>
<td>1</td>
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<tr>
<td>Dr. Rajinder Kaur Dehlya</td>
<td>Microbial Fuel Cell and its Application in Wastewater Treatment</td>
<td>The Dr. (Mrs.) Baren Naidu Memorial Scholarship</td>
<td>Minor 10,000/-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dr. Sudha Pathan (English)</td>
<td>Reconstructing the Indian Political Lexicon</td>
<td>Avadh Wadia Fellowship</td>
<td>Minor 1,25,000/-</td>
<td>1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Description</th>
<th>Scholarship</th>
<th>Amount</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Setting up of a Laboratory Scale Microbial/Verifier /Desalination Cell</td>
<td>The Rotary Club of Bombay Mid-Town</td>
<td>Minor 10,000/-</td>
<td>1</td>
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<tr>
<td></td>
<td>Use of Green Methodologies for the Synthesis of Some Organic Compounds</td>
<td>The Smt. Dhundari Mahindra Research Fellowship Award</td>
<td>Minor 60,000/-</td>
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<tr>
<td></td>
<td>Moringa Olifera (drumstick) as a Natural Coagulant for Drinking Water</td>
<td>The Lobo-Dubey Research Scholarship</td>
<td>Minor 10,000/-</td>
<td>1</td>
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<tr>
<td></td>
<td>Identifying Multipliers of Talent in an Organization; and the Best Practices they Adopt</td>
<td>The Lobo-Dubey Research Scholarship</td>
<td>Minor 8,000/-</td>
<td>1</td>
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<td></td>
<td>Establishing Didymostotum as an Effective Pharmacological Model for the Study of Neuroprotective and Anti Cancer Drugs</td>
<td>Dr. (Mrs.) Baren Naidu Memorial Scholarship</td>
<td>Minor 10,000/-</td>
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<td>Dr. A. Lebo (Psy.)</td>
<td>The Benefits of Training “Working Memory”.</td>
<td>Univ. of Mumbai</td>
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<tr>
<td>Dr. Anna Tendulkar (Sociology)</td>
<td>Ethnographic content analysis of the newspaper articles on the subject matter of the violence against elderly.</td>
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<td>Minor</td>
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<td>Dr. Ignat Mendes (Chemistry)</td>
<td>Estimation of lead in leafy vegetables grown in the areas irrigated by waste effluent water by flotation-spectrophotometric method.</td>
<td>Dhandevi Mahindra R. Fellowships</td>
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<td>Dr. Jennie Mendes</td>
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<td>Minor</td>
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<td>Dr. Srishti Murthy (Chemistry)</td>
<td>To Study The Natural Chromogenic Compounds Bounded with High Fastness Characteristics to Cellulose Substrates.</td>
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<td>Dr. Roslan D’Souza (Zoology)</td>
<td>Histological study of various organs of zebra fish, Denio Sp</td>
<td>Smt. Dhandevi Mahindra Scholarship</td>
<td>Minor</td>
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<td>Sr. Patricia D’Souza</td>
<td>A glimpse into the Attitude of youth of women, topic ‘Attitudes towards women through the lenses of gender.’</td>
<td>Barbara Naidu Memorial Scholarship</td>
<td>Minor</td>
<td>10,000/-</td>
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<td>Dr. Meeta Saxena (Physics) and Dr. M. Kali (Biodemistry)</td>
<td>Synthesis and characterization of coated silver nanoparticles</td>
<td>Lobo-Dubey Research Scholarship</td>
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<td>Dr. M.C. Anuran (Adjunct Professor - Life Science)</td>
<td>Developing Simple Model Systems and Experimental Paradigms in Cognitive Sciences for Undergraduate Science Education.</td>
<td>Department of Science and Technology</td>
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<td>Dr. Anita Lobo (Psychology), jointly with Dr. H. Ramachandran (Life Science), from Department of Science and Technology</td>
<td>Exercise to Focus Attention: An ERP Study of the Potential Benefits of Cognition, Mood and Self Esteem</td>
<td>Cognitive Science Research Initiative</td>
<td>Major</td>
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<td>Dr. Meera Rajadhyaksha (Life Science) (in collaboration with Dr. Monna Hejnal of Bath University)</td>
<td>Epigenetic Regulation of Hypoxia Signalling in Neuronal Models: Role of H1F1 and its Regulation in Behaviour of C. elegans and in Neuronal Cultures</td>
<td>Department of Biotechnology</td>
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<td>Dr. Yasmin Khan (Life Science) in collaboration with Dr. Subha Tole of TIFR</td>
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<td>Department of Biotechnology</td>
<td>Major</td>
<td>Rs. 32,43,000</td>
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Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the Sophia College for Women, Mumbai, affiliated to University of Mumbai, Maharashtra as Accredited at the A level, (among the Affiliated / Constituent Colleges).

Date: March 21, 2003

Director
**Quality Profile**

Name of the Institution: Sophia College for Women  
Place: Mumbai, Maharashtra

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<th>Criterion</th>
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<th>Weightage (Wi)</th>
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<td>II. Teaching-learning and Evaluation</td>
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<td>IV. Infrastructure and Learning Resources</td>
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<td>V. Student Support and Progression</td>
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<td>VI. Organisation and Management</td>
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<td>VII. Healthy Practices</td>
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<tr>
<td></td>
<td>100</td>
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<td><strong>(\Sigma C_i W_i = 6500)</strong></td>
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**Institutional Score** = \(\frac{\sum C_i W_i}{\sum W_i}\)  
= \(\frac{6500}{100}\)  
= 65.00

ATTESTED TRUE COPY

\[\text{Director}\]
Certificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Team is pleased to declare the Sophia College for Women, Mumbai, affiliated to University of Mumbai, Maharashtra as Accredited with CPIA of 3.61 on four point scale at A grade.

Valid up to March 07, 2014

Date: March 05, 2009

Director
# Quality Profile

**Name of the Institution:** Sophia College for Women  
**Place:** Mumbai, Maharashtra

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<td>VI. Governance and Leadership</td>
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<td>VII. Innovative Practices</td>
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<td><strong>Total</strong></td>
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Institutional Score: \[
\frac{\sum W_i \times Cr, GPA}{\sum W_i} = \frac{3610}{1000} = 3.61
\]

Grade: **A**  
**Descriptor:** VERY GOOD  
**ATTESTED TRUE COPY**

**Date:** March 08, 2009

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1. This certificate is valid for a period of five years from March 08, 2009.
2. An institution's CGPA is on a four point scale in the range of 2.00 - 4.00 (dissatisfied)
3. 2.00 - 2.50 denotes D grade (Satisfactory)
4. 2.51 - 3.00 denotes C grade (Satisfactory)
5. 3.01 - 3.50 denotes B grade (Good)
6. 3.51 - 4.00 denotes A grade (Very Good)
7. Score rounded off to the nearest integer.
SECTION A
INTRODUCTION

Sophia College, a grant-in-aid institution and affiliated to the University of Mumbai, is primarily an undergraduate institution established in 1940. It is managed by the Society for the Higher Education of Women in India, a Trust belonging to the Society of the Sacred Heart of Jesus. The College is part of an international network of Sacred Heart Schools and Colleges of this Society, founded in 1800 by Madeleine Sophie Barat.

During the last sixty odd years, Sophia College has been responding to the changing needs of education by introducing new academic programmes at regular intervals. During the 1940s, the College focused on Home Science as well as on Arts and Humanities. In the 1950s, as the country's focus was on Science and Technology, the College introduced Science education initially up to the Intermediate level, and from 1967 up to the B.Sc. level and later to the M.Sc. level in a few subjects. During the 1970s, vocational education was given priority. In the 1980s research activities were given due importance. In the 1990s, the emphasis of the college was on excellence and quality assurance.

The growth of the college since its inception has been impressive. Introducing new courses at regular intervals, it has now five post-graduate programmes, including three aided and two self-financing. Sufficient infrastructure facilities have also been added to match this growth.

The Dhandevi Mahindra Scholarship Award and Shri Dalmia Professor Emeritus Award have supported teachers to undertake research and many have made use of them. Several research programmes are currently operative.
These efforts have positioned the College to provide the best opportunities to educate women students and to help them acquire the confidence to fulfill their roles at home, the workplace and in society.

The goals of the college have been reformulated in the year 2001 to reorient its activities and to prepare students to face the challenges of today's competitive world. While it is early to evaluate the impact of these, they will certainly help to address the needs of the future.

With this confidence, the College has applied to the National Assessment and Accreditation Council for accreditation. It submitted the self study report in November 2002. A Peer Team consisting of Prof. P.S. Zacharias, Vice-Chancellor, Goa University (Chairman), Dr. (Mrs.) K.K. Tandon, Deputy Director (Colleges) Govt. of Haryana and Dr. C.A. Abraham, Principal, C.M.S. College, Kottayam (Members) visited the College on 14th and 15th February 2003. The team visited the various departments, facilities and had interaction with the Principal, members of the Governing Body, Alumni, Parents, Staff and Students.

This report is based on the self study report and the visit of the Peer Team.

SECTION B: CRITERION-WISE ANALYSIS

Criterion I: Curricular Aspects

As an affiliate college, it works within the framework set by the University. However, a wide choice of subjects in Elective Subjects and Non-core options has been made available in Arts and Science Faculties so as to effect holistic and all round development of the students. Non-core Career oriented options enable students to acquire knowledge beyond the restriction of syllabi. The College offers 27 programmes: 17 U.G. Programmes, 03 P.G. Programmes, 05 Certificate Courses and 02 P.G. Diplomas.
The College runs Post Graduate Diploma in Clinical Analysis for a career as a Medical Technologist and a Post Graduate Diploma in Quality Assurance for a career in Foods and Pharmaceuticals Industries. Five Certificate Courses are organized by Women’s Studies and Development Centre on self financing basis for (i) Course for social workers focusing on women’s issues; (ii) counseling for care-givers; (iii) course in food and nutrition; (iv) course for health care personnel; and (v) course on women’s studies.

The faculty is represented in respective Board of Studies and is actively involved in curriculum/syllabi formulation with the parent University and thus helps in updating courses and making them relevant to students and society. A large number of teachers are members of various committees at the university level for curriculum formulation and syllabi up-gradation. The self financing Diploma Courses are designed and up-dated by the Faculty of the college to keep them in line with the changing needs of industry. Similarly, certificate courses conducted by the Women’s Center are also designed, up-dated and enriched regularly.

Since its inception, the mission of the College has been to provide higher education to all women especially to those from Christian and other minority communities. Within this framework the College has reformulated its goals for 21st Century with focus on transformative education with special emphasis on the needs of women in the context of globalization. All departments join together and organize activities towards achieving goals and objectives set by the College.

Criterion II: Teaching-Learning and Evaluation
The students are admitted on the basis of academic record. Counseling sessions are held prior to admission to enable under graduate students to make the right choices. Admission to P.G. courses are through academic records and interviews. The U.G. students are placed in groups on the basis of performance in entry level tests to provide learner-centered and personalised education in line
with the goal to provide value based education. Remedial classes are conducted for educationally disadvantaged students in Arts and Science subjects. At the same time students are encouraged to participate in the Excellence in Arts Programme and the Excellence in Science Programme. These programmes cater to the educationally gifted students and provide them an opportunity to develop their latent talents in writing, presentation and research.

Throughout the academic year, a weekly plan book is prepared and maintained by each staff member, reviewed by HOD and Vice-Principal. Self-assessment is undertaken by each staff member which is verified by the Principal. The syllabi is utilized and monthly meetings of faculty ensure that the syllabus is covered as per plan. These methods have enhanced the accountability which is visible. The internal assessment ensures that regular teaching takes place. Besides the lecture method, there is interactive learning through discussion sessions, group work, street plays and audio-visual methods. However, there does not exist a centralized media facility to prepare audio visuals and other teaching aids. The students are taken for field trips, visits to museums and exposed to question banks. This enables students to communicate the knowledge acquired through books by real life experience. The senior class students are encouraged to give presentations. The College lays emphasis on tutorial system at each level. There is an option offered to 3rd year students to choose unsupervised examinations. Unsupervised tests are also given to 1st year and 2nd year students. These options are meant to inculcate a sense of honesty and collective responsibility among students. There is also a system of internal assessment which has the cumulative academic and personal record of the students' performance during the three years in the college. Attendance is taken to ensure commitment among students. Personalized care is taken even after declaration of results. Best answers are read out and performance of students is discussed. The internal assessment programme of testing is explained to students at the beginning of the academic year itself.
The teaching days are in conformity with the UGC guidelines. The performance of students is regularly monitored through attendance and examinations. Though the College has freedom to employ ad hoc staff, 99% teaching is done by full-time faculty. In the case of new staff, for first three years observance of two lectures by the Principal, Vice Principal and HOD (any two) are shown to the concerned teacher. The practice of Teacher Assessment Questionnaire and Self Appraisal has been in vogue for more than two decades and has proved to be a useful input for developing the competency of teachers.

Seminars, workshops, conferences are organized for faculty development. The lecturers are encouraged to undertake research leading to Ph.D. under the UGC Faculty Improvement Programme. Teachers are also encouraged to undertake major and minor research projects. Financial assistance is also provided for the same. The College has 53 faculty members (permanent, temporary and part-time). They include 20 Ph.D., 6 M.Phil and 26 Post Graduate. 40% of the staff is engaged actively in research. Teachers participate in national/international seminars, conferences and workshops. The Life Science Department has links with national and inter-national research institutions.

**Criterion III: Research, Consultancy and Extension**

Though the college does not offer Research Programmes leading to the M.Phil and the Ph.D. degrees, the students are encouraged to undertake Research Projects at P.G. level. Even though not mandatory, the M.Sc. and P.G. Diploma students do Project Work and are provided with financial support for the same. Even the Under Graduate students in Science and Arts are encouraged to do Mini Research Work relating to current problems and the outstanding students are awarded prizes. Science students are sent to prestigious Research Centres during holidays. This is a unique feature of Sophia College. EXAP & EXSP enables bright students to learn the basics of Research Work. The students are provided opportunity to develop their intellectual, critical and analytical abilities.
About 40% of the faculty have Doctorates and are actively engaged in research. Many have published research papers in journals, newspapers and some have published even books. Besides F.D.P. of the U.G.C., the teachers are also encouraged to do part-time research. Teachers have also secured minor research fellowships from the University of Mumbai. Seed money for projects is also provided to teachers. The College has two ongoing projects funded by external agencies. Though the College does not provide consultancy services on payment basis some members of staff have been recognized for their pioneering work and are often consulted. The DCA and QA courses, being job oriented courses, can provide consultancy. Even the retired teachers are involved in ongoing research projects. Some faculty members are on Managing Boards of various journals and are invited to present papers and conduct workshops.

The Women’s Centre has its own journal and carries out a variety of extension activities. All the teaching Departments co-ordinate through the Women Centre on a common project for the year. The College undertakes extension activities along with NGOs. Besides mandatory programmes under the directions of University, NSS has been working with the Blind, Cancer Patients Aids Association, Mentally Challenged Students, Networking on Environment and Civic issues.

The College-industry-neighborhood network has been established by the NSS unit. It received the Best NSS College Award and the Best NSS Programme Officer Award from the University of Mumbai for the year 2001-02. The College has taken up a project for two Municipal School students to enrich the Municipal School children with experiences of working in a laboratory and to enable these children to speak fluently in English. The college-industry network has been established by the diploma conducted by the Science Departments of the College.
Criterion IV: Infrastructure and Learning Resources

The College was set up in 1940, but it has continuously expanded its infrastructural facilities by adding more floors, multi-storeyed buildings, library, laboratories, staff quarters etc. The College still intends to expand the physical infrastructure. The funds for the building have come from the management and through donations. While the UGC and Department of Science and Technology have provided funds for upgrading laboratory and computers, the management provides funds for the maintenance of college buildings and garden. There is a full time maintenance crew. Some maintenance work is contracted out. The academic facilities and those of the Gymnasium and Counselling Centre are also being used by external agencies on payment basis.

The campus is beautiful and well-maintained. There is an Advisory Committee for the library. There is open access system in library. An internet facility and printer are also available in the library. Book bank facility is available. The central library is computerised and provides reprography, computers, internet, Xerox and audio-video cassettes. Besides a central computer facility, four departments have computers of their own. The Departments use only ready made C.D.s for teaching. The computers are maintained through an annual maintenance contract. There is a common instruments’ room which is used by all the science departments. The College has a Gymkhana with facilities for in-door and outdoor games. Though the students admitted to Sophia College often come from conservative backgrounds and the emphasis on taking part in sports is absent, the Sports Club encourages and promotes sporting and athletic activities in the College. The College has a hostel with a capacity for 100 students. The hostel inculcates cooperative living, team work and discipline while nurturing independence. Accommodation is also available for teaching staff and there are also domestic staff quarters. The public address system connects all classes and
laboratories with the Principal’s office. There is an air-conditioned auditorium with
a seating capacity for more than 800 students. The College provides first aid and
there is a Doctor on call. There is a College Van for students/staff for emergency.
A Group insurance scheme is available to the students.

Criterion V: Student Support and Progression

Good teaching and evaluation are evident from the high percentage of passes at
the university examinations. But the drop out rate seems to be a bit high, it being
22%. The college publishes an updated prospectus annually which keeps
prospective students informed of various programmes offered by the college. The
policies and criteria for admission are made clear by displaying them on notice
boards.

To augment the examination - oriented university syllabus the college has
instituted the Sophia Education to Excellence in Science Programme (EXSP) and
Sophia Education to Excellence in Arts Programme (EXAP). These programmes
are done outside regular college hours. Outstanding students of these
programmes are given awards and prizes. Scholarships and aid are given to truly
deserving students. The Students’ Textbook Association lends textbooks to those
in need, which are returned at the end of the course.

Teachers maintain a record of attendance in their classes throughout the year.
The required percentage of attendance is strictly adhered to in a matter of
sending of forms for admission to university exams. This instills a sense of
discipline and consistency.

The Sophia College Ex-Students Association is a vibrant body, which is quite
active both on and off the campus. It conducts Remedial English courses and
Careerscope in collaboration with the Departments of Microbiology, Chemistry
and Life Sciences. It helps to raise funds for the Student Aid Fund. It publishes a newsletter periodically. Its arms of succor are extended to ex-students in distress and to alleviate the suffering of street children in Pune. It has started to network with primary schools to make children aware of environmental issues, water harvesting and conservation. It also acts as facilitator in helping families who have left their village in Raigad district to return by teaching them about water harvesting and educating women to realize their potential to bring about change. But the association can still play a major role in augmenting the resources mobilization in these times when Governmental assistance is hard to come by.

The inter-college youth festival "Kaleidoscope" gives ample scope to students to develop their leadership and management qualities.

Two full time counsellors are available to look into student problems. In addition, J.N Heredia Counselling Centre and the Women's Centre train teachers in the technique of counselling.

Adequate educational and leisure time facilities are available to students. They include indoor and outdoor games, nature club, debate club, audio-video facilities, dance-music competitions, workshops and other activities conducted by various clubs. Computer and internet facilities have to be strengthened.

**Criterion VI: Organisation and Management**

The governing body of the Society for the Higher Education of Women in India runs the college.

The Principal is assisted by three Vice-Principals, one for Arts, one for Science and the third for the Junior College. The college has an efficient, internal
co-ordinating and monitoring mechanism. The Principal has meetings with the three Vice-Principals every week on a fixed day and time. She also meets the office superintendent everyday and the Registrar and Dean approximately twice a week at least twice a term, the Heads of Departments' meetings are held. At these meetings work is reviewed, instructions are given and feedback obtained.

General staff meetings are held at least three times every term. Departmental meetings are held and the reports of these are submitted to the principal. They also hand over annual reports containing information on all departmental activities to the principal. HODs check plan books and hand them to the Vice-Principal concerned. The work of the staff is monitored through performance appraisal, confidential reports and other methods.

During 1998-2000 a committee was appointed to improve the organization and management. Its recommendations were implemented. They included strategic, structural and operational recommendations.

Tuition fees for the year at the rate of Rs.800/- for Degree courses and Rs.950/- for library, laboratory and others are levied as per University rules. For DCA and QA, they are Rs.11,000/- and Rs.12,000/- per annum respectively. Hostel fees amount to Rs.27,000/- for the year. More self-financing courses can ease the financial crunch to a great extent.

There is an internal audit mechanism for the college.

There are several welfare schemes for the teaching and the non-teaching staff. There are welfare programmes for students as well. Loans are given to non-teaching staff. Management gives interest free loans to needy class III and class IV employees. It is interesting to note that no action is being taken except reminders on outstanding loans. Though there is a delay in the release of grants.
and non-salary grants from government, the management comes to the rescue of the college.

There is a grievance redressal cell in the college. It deals with the grievances of the employees. Grievances of students are looked into by the college union committee. They bring them to the attention of the dean of students and the principal.

Criterion VII: Healthy Practices

- The college has a clear mission to provide a holistic all round education to women.
- Excellent working relationship between management/teachers/non-teaching staff.
- The Principal, Vice-Principal and HOD observe two lectures by new staff and evaluate them.
- At the end of each term every staff member writes and submits a self-assessment report on the term’s work to the principal.
- Evaluation of teachers during probationary period and periodically later on.
- The college has linkage with all Sacred Heart Institutions. Students use TISS, Vachha, Akshara and CED to help them in their project work.
- The college has a full time Social Worker, paid by the management who supervises all social service activities.
- Outreach programmes are offered to integrate student life with community life. Awareness programmes are organized on women’s issues, human rights and environmental issues.
- Good interdepartmental co-ordination on common themes. Every year a new theme is identified for common activities.
- Establishment of the Centre for Women’s Studies has opened the possibility of documentation and research facilities.
- Very active Women’s Study Centre- a number of certificate programmes.
The St. Madeleine Sophia prize for the “most widely read student” of the year.

Journal “Carpe Diem” published by the Sociology department and “Urduha Mula” by Women’s Studies department.

EXAP and EXSP activities to encourage co-curricular activities.

Strong co-curricular activities – like NSS, counselling and clubs ACTIVITIES.

Several research initiatives and research projects DST- FIST support in Life Sciences.

The Life Science Department has international links with Cardiff University and National Institute of Health (U.S.A) and national links TIFR, BARC, Bombay Hospital, ACTREC, Institute of Science, BNHS, HBSCF and NCCS

Good canteen/reprographic facilities for students.

Bank extension counter for staff and students.

Weekly teaching plan is made and implemented.

Projects at M.Sc levels and undergraduate level.

Good gymnasium facilities

Advice and support of a Dietician at the Gymnasium

SECTION C: OVERALL ANALYSIS

The Peer Team appreciates the efforts of the college in establishing a sound base for imparting value added education. It would make the following suggestions for its sustained growth.

- Steps may be initiated to become an autonomous college
- Efforts to be made to remove the budgetary deficit
- May consider introducing diploma or short term courses in vocational subjects like interior design/interior decoration/event management/mass media/journalism/tourism management etc.
• Efforts to be made to get support for vocational courses from UGC – like functional English, Biotechnology, etc.
• The establishment of a Placement Cell.
• May consider introduction of Commerce Programmes, B.Sc Computer or IT related programmes
• Augmentation of the corpus fund – through contributions from public/Alumni.

In summary the Peer Team wishes to acknowledge the efforts made by the College to become a leading institution in Mumbai and Maharashtra in imparting quality education and training to women students. The efforts of Dr. (Sr.) Anila Verghese and her colleagues who worked hard to produce an excellent Self-Assessment Report and extended their full support in the assessment exercise are greatly appreciated. The Peer Team is certain that this exercise will help the college in its purposeful and planned growth.

[Signatures]
Prof. P.S. Zacharias
(Chairperson)
Dr. K.K. Tandon
(Member)
Dr. C.A. Abraham
(Member)

I agree with the observations made in the report.

[Signature]
Head of Institution

Seal:
Peer Team Report
For Institutional Re-Accreditation
of

Sophia College for Women
Bhalabhai Desai Road,
Mumbai – 400 026
Maharashtra

24th – 25th February, 2009

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072, INDIA
### SECTION 1: GENERAL INFORMATION

1.1 Name & address of the Institution: Sophia College for Women, Bhulabhai Desai Road, Mumbai

1.2 Year of Establishment: 1941

1.3 Current Academic Activities at the Institution (Numbers):

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<thead>
<tr>
<th>Departments/Centres:</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programmes/Courses offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG:18</td>
</tr>
<tr>
<td>PG:03</td>
</tr>
<tr>
<td>Diploma:02</td>
</tr>
<tr>
<td>Certificate:03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permanent Faculty Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Permanent Support Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical:43</td>
</tr>
<tr>
<td>Administrative:29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG:1465</td>
</tr>
<tr>
<td>PG: 49</td>
</tr>
<tr>
<td>Diploma:29</td>
</tr>
</tbody>
</table>

#### Three major features in the institutional Context (As perceived by the Peer Team)

- A minority grant-in-aid institution with an aim to promote women's education, treating higher education as a capacity building strategy by addressing the special needs of different groups of women.
- The College has a rich academic ambience, good infrastructure and commitment to society.

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NAAC for Quality and Excellence in Higher Education
Institutional Re-Accreditation of Sophia College for Women, Mumbai

<table>
<thead>
<tr>
<th>1.4 Dates of Visit of the Peer Team (A detailed visit schedule may be included as Annexure):</th>
<th>February 24 and 25, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Composition of the Peer Team which undertook the on-site visit:</td>
<td></td>
</tr>
</tbody>
</table>
| Chairman: | Dr. Veena Rumi Mistry  
Former Pro-Vice Chancellor  
M.S. University of Baroda, Vadodara. |
| Prof. R. Indira  
Dept. of Sociology, University of Mysore, Mysore. | |
| Prof. S. V. Sudhac  
Director, Planning and Development,  
University of Kerala. | |
| Dr. S. Shyamasundar  
Dy. Adviser, NAAC. | |
| Member Coordinator: | |
| NAAC Coordinator | |

Section II: CRITERION WISE ANALYSIS

2.1 CURRICULAR ASPECTS:

2.1.1 Curriculum Design & Development

- The Vision and Mission Statement are clearly articulated and revised periodically to reflect the changing societal and global trends.
- Theme-based activities and projects are organized each year to meet the goals enunciated in the statements and to enhance the curriculum content.
- Both in arts and science streams, continuous efforts are being made to start courses that
2.1.2 Academic flexibility:
- Enhance student employability, content and competence.
- Being an affiliated college, academic flexibility is limited. Though single or double major alternatives are available.
- Besides offering a range of combinations in the regular programs, certificate, add on and outreach courses are offered in emerging areas.
- Self-financed courses are offered in Bachelor of Media Management, PG Diplomas in Quality Assurance in Food & Pharmaceutical Industry and Clinical Analysis.
- Feedback on curriculum is obtained from students, academic peers, NGOs, parents, and employers (for some courses).

2.1.3 Feedback on Curriculum
- Responses received from the stakeholders are conveyed to the University by faculty as members of the University Board of Studies and as members of syllabi revision committee.
- Feedback is used to focus on improving academic delivery and catering to overall development of the students.
- Syllabi for regular courses is generally revised every five years by the affiliating University. In the last two years most courses have been revised.
- For courses run by the College revisions are made periodically, with focus on the needs of national development and for fostering sense of values, commitment and global competitiveness.
- Career oriented courses are designed on the UGC model as well as short term courses through Sophia College Women's Studies and Development Centre.
- Excellence Program in arts and science permits the academically gifted students to acquire knowledge and experiences beyond the prescribed content of the curriculum.

2.1.4 Curriculum Update

2.1.5 Best Practices in Curricular Aspects (if any):
### Institutional Re-Accreditation of Sophia College for Women, Mumbai

<table>
<thead>
<tr>
<th>2.2 TEACHING-LEARNING &amp; EVALUATION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2.1 Admission Process and Student Profile:</strong></td>
<td>Admission process is transparent and publicity is given through website, prospectus, newspapers and notices.</td>
</tr>
<tr>
<td></td>
<td>Government and the University norms for minority institutions are followed, socially and economically backward students are admitted so as to provide for access and equality.</td>
</tr>
<tr>
<td></td>
<td>A special corpus for financial assistance for economically needy has been created.</td>
</tr>
<tr>
<td></td>
<td>Remedial education and tutorials are organized especially to foster language proficiency among weaker students.</td>
</tr>
<tr>
<td></td>
<td>For slow learners tutorial classes are conducted by teachers and in two departments monitoring programme is conducted.</td>
</tr>
<tr>
<td></td>
<td>To promote academic excellence talent scholarships are introduced.</td>
</tr>
<tr>
<td><strong>2.2.2 Catering to the diverse needs:</strong></td>
<td>Academic calendar developed at the beginning of the new academic year sets the framework for teaching-learning.</td>
</tr>
<tr>
<td></td>
<td>Lecture method is supplemented by ICT, projects, seminars, group discussions, Sophia Nobel seminars and collaborations with various academic and industrial organizations. Also thrust is laid on student participation in the form of student seminars, field trips and internships.</td>
</tr>
<tr>
<td></td>
<td>An academic ambience that practices a learner-friendly experiential approach which promotes and leads to holistic development of the students including intercollegiate collaborative learning.</td>
</tr>
</tbody>
</table>

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### 2.3.4 Teacher Quality:

- Teachers are recruited as per the Government and the University norms (80.76% of the posts are filled). It is commendable that in spite of the Govt. ban all the vacant teaching positions are filled by the management.
- The teachers are encouraged to attend conferences, seminars, besides attending refresher and orientation programs. Four teachers have been granted leave for pursuing doctoral program. Post-accreditation 7 teachers have completed Ph.D. degree. In all 22 teachers are Ph.D holders.
- During the last five years the Principal and 5 other teachers have won awards and recognition.
- Continuous internal evaluation is conducted by the College though it is not a University requirement.
- Students' progress is monitored in terms of academic performance, attendance and organization of open-day for parents to communicate students' performance. Almost all departments give question banks to students.
- As per the University norms rechecking, re-evaluation of answer books and facility for requesting copy of answer-book is available to the students.

### 2.3.5 Evaluation Process and Reforms:

- Inter and intra college academic activities
- Strong thrust on student participation in academic activities
- Unsupervised examination scheme is an innovative approach for inculcating honesty and integrity among students.

### 2.3.6 Best Practices in Teaching-Learning and Evaluation (If any)

### 2.3 RESEARCH, CONSULTANCY & EXTENSION

#### 2.3.1 Promotion of Research:

- Attempts are made to inculcate research climate by encouraging teachers to conduct research
involving in guiding student research projects at both UG and PG level. More teachers may be encouraged to undertake research activities.

- Research development cell is in place but needs to review its functioning. The management has instituted Dhirubhai Mahindra Fellowship corpus to give grants for minor research projects.

- At present there are 4 ongoing major research projects, 4 minor research projects and 1 college sponsored project.

- Four faculty members are recognized research guides by the University. Some students have received research grants from philanthropic agencies to carry out independent projects.

- Publications of the Principal and some of the teachers are commendable and research articles have been published in national and international journals of repute. Books and chapters in books have also been published during the post-accreditation period. International and national conferences are organized by the college and its proceedings are published.

- The College publishes its own magazine, as well as a Women’s Studies journal under the ægis of SCWSD.

- Consultancy work is mainly academic in nature and therefore generates limited revenue which is put into Sophia College improvement fund. Rs. 33,625.00 were earned by consultancy activities in the last two years.

- The Department of Microbiology has signed an MOU for consultation with Thane Municipal Corporation.

- A concerted effort may be made to use the knowledge and talent available in the College and enhance the consultancy activity, so as to generate revenue.
2.3.4 Extension Activities:

- There are 3 NSS units functioning under the guidance of a professional social worker.
- Extension activities are also conducted by some departments as well as by SCWSD and SCBSA.
- NSS activities promote College-neighborhood network. The project with Municipal schools in commendable.
- Linkages with NGOs and foundations is formulated to make extension activities need-based and relevant.

2.3.5 Collaborations:

- The College has collaborations with CWDS, Akkaz Foundation, Hampi Foundation, TIFR, Riken & Nair Hospital, BARC, UNICEF, CIPLA, SPIZER and many other business houses, philanthropic organizations and voluntary groups.
- Attempts at collaborations with industries, voluntary agencies, and academic institutions leads to commitment for fostering overall development of the students.
- Institution of two awards by the College for research.
- Promotion of research and outreach activities which aids in developing analytical thinking, sensitizing and creating a sense of commitment among the students and teachers and community capacity building.

2.4 INFRASTRUCTURE AND LEARNING RESOURCES

2.4.1 Physical Facilities for Learning:

- For a metropolitan city the College has a comparatively large and green campus of 4 acres with heritage buildings with a total built area of 18, 100 sq.ft.
- Seminar halls, auditoriums, labs, laboratories, computer labs, library facilities the teaching-learning ambience and helps in organizing co-curricular programs.
- All the science departments have well equipped laboratories.

2.4.2 Maintenance of Infrastructure:

- Infrastructure is well maintained by two
2.4.3 Library as a Learning Resources:
- Full-time staff in charge of repair and maintenance are in place as per requirements.
- Depending on the need infrastructure facility is enhanced. During the last five years all the classrooms and laboratories have been renovated and optimum utilization is ensured.
- The management provides funds for infrastructure development. It also collects donations for the purpose.
- Approximately Rs. 14 lakhs per year during the past five years have been spent by the management for the renovations.
- There is a main library and the Sophia Centre for Women's Studies and Development has a specialized library.
- The library follows open access system and is partially computerized.
- Support services in the library include facilities of computers with internet, photocopier, audio visual materials, question banks and other resource material, question banks.
- Allocation for library expansion has seen a steady increase during the past 5 years. The library is viewed as an information centre and for a college that is mainly undergraduate is a good resource.
- ICT enabled teaching is partially in progress.
- All teachers have access to computers either in their own departments or in the central computing facility.
- The computer laboratory provides opportunities for computer based learning for the students, but needs to be enhanced.
- Other facilities include hostels with occupancy of 109 students. Some residential accommodation for teaching and non-teaching staff is also available.
- A gymnasium, basket-ball court and indoor games in the student center are available. An assembly hall, canteen which is also used for Tai Chi, dance practice, herbal garden, central

2.4.4 ICT as Learning Resources

2.4.5 Other Facilities
<table>
<thead>
<tr>
<th>2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inno, counseling centre, AV hall, and locker room cum rest room, book store, and guest rooms are also provided.</td>
</tr>
<tr>
<td>There is a centrally air-conditioned assembly hall with a seating capacity of 510 seats. All the three college buildings are equipped with elevators.</td>
</tr>
<tr>
<td>Maintaining a heritage structure and utilizing it with care and concern.</td>
</tr>
<tr>
<td>Constant upgradation of physical and academic infrastructure with contributions from alumni and the management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5 STUDENT SUPPORT AND PROGRESSION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.1 Student Progression:</td>
</tr>
<tr>
<td>Large percentage of students take up jobs, however, a reasonable number also opt for higher studies in India and abroad.</td>
</tr>
<tr>
<td>The College has University ranks to its credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5.2 Student Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large percentage of students are drawn from vulnerable sections the College has programs and disposition for supporting such students.</td>
</tr>
<tr>
<td>All students are covered by a mandatory group insurance scheme. A counseling center, grievance redressal cell in women’s cell, bank extension counter, photocopying center, two coffee machines and canteen are among the facilities provided to students.</td>
</tr>
<tr>
<td>The placement cell with a full time social worker guides students in matters of employment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5.3 Student Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in both curricular and co-curricular activities and the University level competition wherein they have won prizes.</td>
</tr>
<tr>
<td>The College magazine, wall news paper and two news bulletins provide opportunities to students to showcase their writing skills.</td>
</tr>
<tr>
<td>‘Ananya’-the College intra and inter collegiate festival on the theme of the year is soon as a very vibrant platform for nurturing and...</td>
</tr>
</tbody>
</table>
### 2.6 GOVERNANCE AND LEADERSHIP

#### 2.6.1 Institutional Vision and Leadership:

- The institutions vision is to provide higher education to women, especially from minorities and marginalized groups and work towards their overall empowerment.
- The policies and programmes of the College are striving to make this vision a reality with a supportive and pro-active management as well as dedication of the Principal and the teachers.

#### 2.6.2 Organisational Arrangements

- The Local Management Committee which consists of representatives of both teachers and administrative staff and various College committees ensure a system of participatory governance.
- Internal Quality Assurance Cell which is in charge of quality assurance is in place.
- The Principal is assisted by three Vice Principals and heads of different departments involved in decision making and governance.

#### 2.6.3 Strategy Development and Implementation

- Plans for future development are designed and implemented with the involvement of Committees, the Principal and Management.
- Involvement of all the stake-holders leads to promotion of co-operation, sharing of ideas and experiences.
- Data generation, integration for administrative and academic functioning needs to be systematized.
### 2.6.4 Human Resource Management:
- Staff welfare measures such as medical relief, providing residential accommodation to teaching and non-teaching staff and supporting staff in times of natural calamities and disturbances indicate the existence of a proactive college community.
- Teachers are supported in their quest for quality enhancement and are encouraged to organize and participate in seminars and conferences both within and outside the College and financial support is provided.
- Commitment to the College and its ethos is encouraged.

### 2.6.5 Financial Management and Resource Mobilization:
- Adequate grant from the Government and remaining financial resources from the Management were generated.
- Donations by alumni and philanthropic organizations are a chief source of funding for organizing both curricular and co-curricular activities as well as infrastructure development.
- Internal audit is done by the College accounts office and external audit is done by a chartered accountants’ firm. Accounts are submitted both to the Government and AG.

### 2.6.6 Best Practices in Governance and Leadership (If any):
- Vacant posts are filled by appointment of adhoc staff and their salaries are paid by the Management.
- Provision of interest-free loan to non-teaching staff.

### 2.7 INNOVATIVE PRACTICES:
#### 2.7.1 Internal Quality Assurance System:
- Establishment of a IQAC which collects student feedback on academic and administrative governance.
- Sharing student feedback with departments.
- Formalizing the existing system of academic and administrative functioning may be initiated.

#### 2.7.2 Inclusive Practices:
- The College has been catering to the educational needs of women from minorities.
2.7.3 Stakeholder Relationships:

- Financial incentives for students drawn from deprived sections
- Gender consciousness is built in through both academic and activist initiatives. The Municipal School Project is a major community support initiative that increses in students the value of sharing their knowledge and knowhow with the less privileged groups
- Student, parent and alumnus feedback is obtained and used for quality enhancement. Thus healthy contributions and involvement of the stakeholder is evident.
- While alumnus involvement in enhancing the quality of academic and cultural life of the College exists, it needs to be further systematized and enhanced.
- Programmes aimed at building capacities of neighborhood institutions create a socially conscious student community

Section IV Recommendations for Quality Enhancement of the Institution
( Please limit to ten major ones and use telegraphic language)
(It is not necessary to indicate all the ten bullets)

- IQAC be geared to provide data and inputs for enhancing internal quality for administrators, teaching and non-teaching staff may be formulated, and MIS may be introduced.
- Introduce new career oriented courses, e.g. medical technology, holistic health, educational / school counselling, special education, tourism, heritage tourism, computer education, post-graduate diploma in museology, foreign languages, and translation skills.
- Introduce master's courses in both Science and Arts Colleges e.g. Chemistry, Women's Studies, Sociology, Education, Political Science, etc.
- Language laboratory may be established to enhance communication skills and teaching of foreign languages.
- A news studio and community radio station may be provided to enhance the capability of students pursuing the BMM course.
- The institution in collaboration with other Colleges of repute may try to gain autonomous status.
- Alternate energy-friendly environment resources may be utilized on the campus.
- Make effort to enroll more differently abled students and provide facilities for them especially in the computer center/library for visually-challenged students (e.g. JAWS).

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- Further use the expertise available in the College for income generation through consultancy.
- A systematic, need-based and planned in-service training program for administrators, teaching and non-teaching staff may be formulated.
- Prepare a short-term and long-term perspective plan for meeting the present and future challenges.
- Act as a nodal centre for creation of neighbourhood women's support groups.
- Awareness among students about counseling facility be increased and Mentoring system be introduced scientifically.
- Placement cell and career guidance to be strengthened.
- The College may deploy strategies to publicize its achievements and vision.

I agree with the Observations of the Peer Team as mentioned in this Report.

Signature of the Head of the Institution

[Signature]

Dr. Sr. Anita Verghese
Principal
Sophia College for Women
Blumenthal Denai Road,
Mumbai

Signatures of the Peer Team members:

Name and Signature with Date

1) Prof. (Mrs.) Veena Rumy Mistry (Chairman)

2) Prof. R. Indira (Member)

3) Prof. S. V. Sudheer (Coordinator/Member Coordinator)

Place: Mumbai
Date: February 25, 2009

NAAC for Quality and Excellence in Higher Education