

Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality
Assurance Report (AQAR) in Accredited
Institutions
(Revised in October 2013)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- ☞ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ☞ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ☞ To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ☞ To undertake quality-related research studies, consultancy and training programmes, and*
- ☞ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- Contributing to National Development*
- Fostering Global Competencies among Students*
- Inculcating a Value System among Students*
- Promoting the Use of Technology*
- Quest for Excellence*

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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Objective

The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) The relevance and quality of academic and research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;

- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;
- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits

IQAC will facilitate / contribute

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;
- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ♦ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ♦ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- ♦ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for “education” is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC and the secretary will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

Monitoring Mechanism

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle’s accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Reports (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing Council/Board) for the follow up action for necessary quality enhancement measures.

The Higher Education Institutions (HEI) shall submit the AQAR regularly to NAAC. The IQACs may create its exclusive window on its institutional website and regularly upload/report on its activities, as well as for hosting the AQAR.

The NAAC Accredited institutions need to submit only the soft copy as word file (.doc/.docx) through e-mail (naac.aqar@gmail.com). The file name needs to be submitted with Track ID of the institution and College Name. For example MHC0GN16601-Samudra Arts and Science College, Taliamegu-Maharashtra.doc. The Higher Education Institutions need not submit the printed/hard copy to NAAC. The acknowledgements would be sent to the institutions through e-mail.

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

| | |
|---|--|
| 1.1 Name of the Institution | SOPHIA COLLEGE FOR WOMEN |
| 1.2 Address Line 1 | BHULABHAI DESAI ROAD |
| Address Line 2 | |
| City/Town | MUMBAI |
| State | MAHARASHTRA |
| Pin Code | 400026 |
| Institution e-mail address | sophiacollegemumbai@gmail.com |
| Contact Nos. | 022-23512642 / 23523304 |
| Name of the Head of the Institution: | Dr. (Sr.) ANANDA AMRITMAHAL |
| Tel. No. with STD Code: | 022-23512642 / 23523304 |
| Mobile: | 9969305889 |
| Name of the IQAC Co-ordinator: | Ms. S.S. MASTER |
| Mobile: | 9920435842 |
| IQAC e-mail address: | Same as the college |
| 1.3 NAAC Track ID (For ex. MHCOGN 18879) <u>TRACK SSR ID/TRACK ID NO. MHCOGN10287</u> | |
| 1.4 Website address: | www.sophiacollegemumbai.com |
| Web-link of the AQAR: | http://www.sophiacollegemumbai.com/AQARreport_13-14.html |

1.5 Accreditation Details

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-----------------------|-------|------|-----------------------|-----------------|
| 1 | 1 st Cycle | A | - | 2003 | - |
| 2 | 2 nd Cycle | A | 3.61 | 2009 | 2014 |
| 3 | 3 rd Cycle | | | | |
| 4 | 4 th Cycle | | | | |

1.6 Date of Establishment of IQAC: DD/MM/YYYY

1.7 AQAR for the year (for example 2010-11)

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 31/05/2010 (DD/MM/YYYY)
- ii. AQAR 31/05/2011 (DD/MM/YYYY)
- iii. AQAR 31/05/2012 (DD/MM/YYYY)
- iv. AQAR 02/05/2014 (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

1.12 Special status conferred by Central/ State Government -- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

| | |
|---|---|
| 2.1 No. of Teachers | <input type="text" value="5"/> |
| 2.2 No. of Administrative/Technical staff | <input type="text" value="3"/> |
| 2.3 No. of students | <input type="text" value="2"/> |
| 2.4 No. of Management representatives | <input type="text" value="1"/> |
| 2.5 No. of Alumni | <input type="text" value="2"/> |
| 2.6 No. of any other stakeholder and community representatives | <input type="text" value="-"/> |
| 2.7 No. of Employers/ Industrialists | <input type="text" value="-"/> |
| 2.8 No. of other External Experts | <input type="text" value="-"/> |
| 2.9 Total No. of members | <input type="text" value="13"/> |
| 2.10 No. of IQAC meetings held | <input type="text" value="2"/> |
| 2.11 No. of meetings with various stakeholders: | No. <input type="text" value="63"/> Faculty <input type="text" value="36"/> |
| | Non-Teaching Staff / Students <input type="text" value="17"/> Alumni <input type="text" value="5"/> Others <input type="text" value="5"/> |
| 2.12 Has IQAC received any funding from UGC during the year? | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, mention the amount | <input type="text" value="NA"/> |
| 2.13 Seminars and Conferences (only quality related) | |
| (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC | |
| Total Nos. | <input checked="" type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Institution Level <input checked="" type="checkbox"/> |
| (ii) Themes | <input type="text" value="NA"/> |
| 2.14 Significant Activities and contributions made by IQAC | |
| | <ul style="list-style-type: none"> • Feedback questionnaires were redone. • Feedback sessions for all classes are conducted in the computer lab. An in-house programme has been designed for this purpose. • F.C tests are conducted in the computer lab. The network based software has been designed by the computer science teacher. • Motivated Heads of Departments to conduct a SWOC analysis of both students & staff. • Subject-wise quantitative analysis of feedback 2012-13 given to all departments. |

- Created a feedback questionnaire for P.G. students.
- Decided to get professional help to continue with the in house MIS programme already installed to cover FY students. Interviewed several software companies and reported recommendations to the management. In the meantime updating FY information on the existing MIS programme and the student Progression chart continued.
- Liaised with the Alumni Association to create a new email ID and post a questionnaire regarding progression of ex-students to post-graduate courses, competitive exams, employment, marital status etc. Heads of Departments were encouraged to pass on the new email ID to past students. The SCESA (Sophia College Ex-Students Association) office monitored the programme and is keeping subject-wise records.
- The IQAC co-ordinator visited Burhani College for benchmarking use of IT.
- The Principal is on the IQAC committee of St. Theresa's College of Education, Santa Cruz, Mumbai.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

| Plan of Action (2012-13) | Achievements (2013-14) |
|---|---|
| <ol style="list-style-type: none"> 1. Facilitate further use of ICT. 2. Continue working towards implementation of MIS. 3. Strategic planning and brand building. 4. Networking with other educational institutions in Mumbai/in India and abroad-for enhancing the quality in education. 5. Networking with NGOs in a shared effort towards social transformation. 6. Developing the uniqueness of the educational experience of Sophia. | <ol style="list-style-type: none"> 1. Teachers use ICT to enhance the teaching/Learning experience of the students through PowerPoint presentations, films, videos, e-mentoring, internet reference, computer based experiments and experiential exercises on various topics based on the syllabus. Google Group are set up by most departments to facilitate the sharing of resources. AV aids and Google Earth are also used by some departments. IT was used by the Psychology Department to demonstrate a model answer format after all tests. The college has also extended LCD facilities to more classrooms. 2. Though the in-house developed programme covering the FYBA/BSc/BMM functioned well, it could not be carried forward and as the persons involved were teachers and not programmers. It was then decided to seek professional help. Several software companies who had approached the college were interviewed, demonstrations were held and quotations invited. Due to financial constraints a decision could not be taken. The IQAC continued updating the in-house programme and the student progression chart that has existed since 2003. 3. The goals of the college are focused on by all departments through curricular and extra-curricular activities. The teachers link the goals to teaching specific papers/topics in order to facilitate the realisation of these goals. A holistic approach to education is emphasised by sensitising students to environmental issues and the need to reach out to alleviate distress. The personalised approach helps in achieving this. Extension activities ensure social awareness & |

| | |
|--|---|
| | <p>responsibility e.g. the Microbiology Department held a photography competition to highlight social & environmental issues.</p> <p>Brand building continued by reaching out to students from schools and junior colleges and by inviting them to attend events. The website, especially the section on departments, promotes an awareness of the special features of the college.</p> <p>4. The college along with two other local colleges, H.R. College and Jai Hind College, networked with Kings College, London, U.K. To launch the 2nd round of King's College Summer School in Mumbai. A few sessions were held in Mumbai for the students.</p> <p>The Principal Dr. (Sr.) Ananda Amritmahal, was invited to visit and conduct sessions at two prestigious U.S. educational institutions, Purdue University and Loyola University. This visit helped in establishing a network with these institutions.</p> <p>Several foreign groups of students visited the institution during the year. They were a group of students from Japan, students from Spring Arbor, Michigan, and students from New York University's Education department.</p> <p>Teachers from The Sacred Heart Preparatory Atherton, California, U.S. too visited the college. Guest lecturers included Mr. Saleem Peridina (poet resident at Sienna Heights College, Michigan U.S.A) who held a poetry reading & interactive sessions with BMM students and a workshop for the students who had opted for English Literature.</p> <p>5. The Psychology, Sociology and Economics departments have ongoing networking ties with NGOs as part of the academic programme. E.g. the Psychology department has networked with Childline, Echoing Healthy Aging and has collaborated with the NSS unit to network with Akansha. 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 sensitises students and makes them aware about the treatment, education and eradication of leprosy in India. They in turn spread this awareness.</p> <p>Some of the Clubs network with NGOs or take their own initiative towards Social Transformation. 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</p> |
|--|---|

| | |
|--|---|
| | <p>Project by identifying a slum, building 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.</p> <p>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 was also organised 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 and Teach for India Foundation students-they assisted the teachers and helped in making teaching aids and in administrative work.</p> <p>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</p> |
|--|---|

| | |
|--|--|
| | <p>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). Mr. Saxena also distributed a book authored by him entitled <i>Life of a Eunuch</i> to the audience. Field trips to different GOs and NGOs are one of the components of the courses offered by SCWSD. So this year, students of our courses had visited Rajgurunagar, Pune District, from 3rd-5th January 2014. The students engaged the local school students and women of the area in activities, entirely devised by themselves, related to gender-sensitisation, career counselling and the current elections.</p> <p>6. The following attempts were made in this direction.</p> <ul style="list-style-type: none"> • The mentoring programme was strengthened. • Tutorials were expanded beyond the mandatory requirement and more remedial sessions were conducted. • The interface between life and the classroom continued to be the focal point of teaching. • Sessions were held to make students aware of their social and national responsibilities – especially the need to exercise their vote. • Outreach and extension activities were encouraged by the formation of a new club, the Students' Social Reform Initiative (SSRI) Departments, Clubs and the Women's Centre continued to engage in networking with NGOs. • Peer-teaching through student presentations and the formation of study groups using IT, to optimise the sharing of resources also saw a marked increase. |
|--|--|

* Attach the Academic Calendar of the year as Annexure. 2013-14

2.15 Whether the AQAR was placed in statutory body Yes X No

Management X Syndicate X Any other body X

Provide the details of the action taken NA

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|------------------------|-------------------------------|--|-------------------------------------|--|
| PhD | 1 | - | - | - |
| PG | 4 | - | - | - |
| UG | 2 | - | 2 | - |
| PG Diploma | - | - | 3 | - |
| Advanced Diploma | - | - | - | - |
| Diploma | - | - | - | - |
| Certificate | - | - | 12 | 1 |
| Others | - | - | - | - |
| Total | 7 | - | 17 | - |
| Interdisciplinary | - | - | - | - |
| Innovative | 2 | - | - | - |

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

| Pattern | Number of programmes |
|-----------|---|
| Semester | 4 (B.A., B.Sc., B.M.M, B.Sc. I.T) 4 M.Sc. |
| Trimester | --- |
| Annual | --- |

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

As an affiliated college the syllabi and regulations are revised/updated by the university committees of which a large number of our teaching staffs are members.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

B.Sc. I.T. Permission to start the B.Sc. I.T. was given 1st July 2012, but as the academic year had already started, students were admitted to the cause in the academic year 2013-2014. A new floor, added to the Anderson Annexe, houses the State-of-the-Art B.Sc. I.T. labs and classrooms.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|-------|------------------|----------------------|------------|--------|
| 51 | 29 | 22 | - | - |

2.2 No. of permanent faculty with Ph.D.

27

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

| Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
|------------------|---|----------------------|----|------------|----|--------|----|-------|---|
| R | V | R | V | R | V | R | V | R | V |
| 32 | 1 | 18 | -- | -- | -- | -- | -- | 50 | 1 |

2.4 No. of Guest and Visiting faculty and Temporary faculty

48

96

3

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level | Local | University of Mumbai |
|------------------|---------------------|----------------|-------------|-------|----------------------|
| Attended | 3 | 14 | 5 | 8 | 4 |
| Presented papers | 3 | 11 | 3 | 3 | - |
| Resource Persons | 1 | - | 3 | - | - |

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Over and above the regular use of ICT, film screenings, field visits, student presentations, quizzes, class discussion subject-related activities that went beyond the syllabi, were arranged by the following departments.

- Student participation as volunteers at the Second International Conference of the Bombay Psychological Association held in the college; provided an extensive exposure to research methodology.
- A psychology-based Ad competition – both participants and audience had a learning experience through the humour and unconventional approach to psychological concepts.
- Psychathon: a three round game event. This event made students realise how learning can occur through light- hearted methods, too.
- Chemistry housie, Sudoku, jumbled words on bonding, word search on the periodic table were some unique teaching methods the Chemistry Department used.
- Mock-Stock Exchange activity cum workshop for all Economics and Investment Analysis students - Economics Department.
- Game Theory Experiment conducted by T.Y.B.A students - Economics Department.
- Power-point presentations by students on “Work and Life of Leading Nobel Laureates in Physics”- Physics Department.

- Exposure and practical experience of theoretical learning through out-station visits to manufacturing and pharmaceutical industries in Kolkata- Diploma in Q.A in the Food and Pharmaceuticals.
- Visits of P.G. students to Pune, Panchgani and neighbouring areas to learn about manufacturing of chocolates, jams, sauces, pickle etc- Department of Biochemistry.
- Wall-newspapers by the BMM and Chemistry Department.
- Poetry writing workshop organised by the Dept of English

Experiential learning is also encouraged through Placements for voluntary work and Internships. The BMM Department, the Sociology Department, the Psychology and Biochemistry have placed their students. For example: four students of the Biochemistry Department were selected and joined BARC for 3 months of summer training. One student joined Enviro-chem public testing lab for a 3 months training.

Mentoring:

The English Department did mentoring in the following manner for the TYBA S/M students: contact groups were created and met regularly. Two Google groups were created for the TYBA students (one for S/M students and the other for both S/M and D/M students) and the members of the faculty to facilitate greater exchange of academic information. The groups were used to provide e-material (e-books, links to articles etc.) to students. Tutorials were conducted with FYBA students of English Literature over and above the Communication Skills tutorials prescribed by the University.

The Chemistry Department had contact groups with the teachers following up the students of their practical batches on a one-to-one basis.

Annual Theme:

As in the past few years, a theme for the year for the whole college was selected. The theme for the academic year 2013-14 continued to be the same as the one chosen in 2012-13 i.e. YOUTH FOR SUSTAINABLE CHANGE.

This year, as usual, events and activities culminating in the Annual Inter and Intra-Collegiate Event- ANANYA were organised. Some of the co-curricular activities were unique e.g the BSc IT students prepared software for an on-line quiz and made models that could help to save electricity. Another unique event presented by the Biochemistry and Quality Assurance students was LIVE IT UP in which not only the competing teams but everyone including the non-qualifying teams and those who did not register for the event could participate. Various entertaining stalls with fascinating games were set up. The outcome was a unique learning experience for students who learnt that every moment of life was precious and should not be wasted.

2.7 Total No. of actual teaching days during this academic year

| |
|-----|
| 180 |
|-----|

2.8 Examination/Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions, unsupervised tests)

- Students were given pointers for Effective Study and an orientation in evaluation criteria.
- The Psychology Department initiated a practice of Mock Examinations conducted by the students and evaluated by them. This proved to be a helpful exercise as students took the exercise seriously and were sensitised to the various aspects of the practical examinations. Guidance was provided.
- Generation of question Banks by the students – Department of Psychology.
- Multiple-Choice questions formulated for the Foundation Course I paper were conducted in the computer lab using an in-house designed programme.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

| Member of Board of Studies | Member of Board of Faculty | Syllabus Committees | Syllabus Workshops |
|----------------------------|----------------------------|---------------------|--------------------|
| 4 | 3 | 7 | 14 |

2.10 Average percentage of attendance of students

| |
|----|
| 71 |
|----|

2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme | Total No. of students appeared | GRADE | | | | | | |
|------------------------|--------------------------------|-------|----|----|----|----|---|----|
| | | O | A | B | C | D | E | F |
| T.Y.B.A. | 234 | 4 | 57 | 49 | 42 | 16 | - | 40 |
| T.Y.B.Sc. | 75 | 2 | 27 | 24 | 10 | 3 | - | 5 |
| T.Y.B.M.M. | 58 | - | 31 | 22 | 5 | - | - | - |

TYBA 2013-14 some students shown fail due to University Technical Errors.

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching and Learning processes:

Every year the IQAC administers the first year entry points, F.Y, S.Y and T.Y exit questionnaires. This year all the feedback questionnaires were administered online.

Teachers could thus get a subject wise response to the various methods and initiatives taken in teaching/learning.

A subject-wise quantitative analysis was also given to all departments. The questionnaires have been reformulated not only to meet the new credit-based system but also the online programme which was created in-house.

2.13 Initiatives undertaken towards faculty development

| <i>Faculty / Staff Development Programmes</i> | <i>Number of faculty benefitted</i> |
|--|-------------------------------------|
| Refresher courses | 5 |
| UGC – Faculty Improvement Programme | -- |
| HRD programmes | -- |
| Orientation programmes | 2 |
| Faculty exchange programme | -- |
| Staff training conducted by the university | |
| Staff training conducted by other institutions | -- |
| Summer / Winter schools, Workshops, etc. | |
| Others (Soft skills courses) | 3 |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|------------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 12 | 1 | 1 | - |
| <u>Technical Staff</u> | | | | |
| Lab Assistant | 4 | 3 | -- | 1 |
| Lab Attendant | 16 | 3 | 1 | 2 |
| Library Attendant | 5 | 1 | 1 | |

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Setting up a Research Committee to promote a research climate among both staff & student.

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|-------------|-------------|-----------|
| Number | -- | 4 | 4 | -- |
| Outlay in Rs. Lakhs | -- | 93.19 Lakhs | 93.19 Lakhs | -- |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|------------|------------|------------|------------|
| Number | 2 | -- | 2 | 2 |
| Outlay in Rs. Lakhs | 0.28 Lakhs | 0.80 Lakhs | 1.08 Lakhs | 0.28 Lakhs |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 5 | -- | -- |
| Non-Peer Review Journals | -- | -- | 2 |
| e-Journals | -- | -- | -- |
| Conference proceedings | -- | 3 | -- |

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|--------------------------|-----------------------------|----------------------------|------------------------|-------------|
| Major projects (Ongoing) | 3 year + 1 year extension | GOI-DST /SERC | 28,74,000/- | 21,23,000/- |
| | 3 year | DST-DBT | 18,47,000/- | 12,91,000/- |
| | 3 year | DST-DBT | 32,43,000/- | 23,47,000/- |
| | 3 year + 6 months extension | DST- Cognitive | 13,55,000/- | 7,14,600/- |
| Minor Projects | 1½ year | ICSR | 80,000/- | 60,000/- |
| Interdisciplinary | -- | -- | -- | -- |

| | | | | | |
|--|--------|---------|---------------------------------------|--------------------|--------------------|
| Projects | | | | | |
| Industry sponsored | -- | -- | -- | -- | |
| Projects sponsored by the University/ College | -- | Nil | -- | -- | |
| | 1 year | College | 1. Rotary Club Minor R. Scholarship | 10,000/- | 10,000/- |
| | 1 year | | 2. Dhandevi Mahindra R. Fellowships | 60,000/- | 60,000/- |
| | 1 year | | 3. Barbara Naidu Memorial Scholarship | 10,000/- | 10,000/- |
| | 1 year | | 4. Lobo-Dubey Research Scholarship | 13,980/- + 2,500/- | 13,980/- + 2,500/- |
| Students research projects <i>(other than compulsory by the University)</i> | -- | -- | -- | -- | |
| Any other(Specify) | -- | -- | -- | -- | |
| | -- | -- | -- | -- | |
| | | | | | |
| Total | | | 94,95,480/- | 66,32,080/- | |

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges

Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

1. DST-FIST
2. DBT-Neuroscience
3. DST-ERC

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

| Level | International | National | State | University | College |
|---------------------|--|--|-------|------------|---------|
| Number | 1 | 1 | | | |
| Sponsoring agencies | 1. Second International Conference of the Bombay Psychological Association. Funding Agency: | 1. Many Mask, Many Cities; Theatre in Mumbai – Luigi and Laura Dallapicola Foundation. | - | - | - |

3.12 No. of faculty served as experts, chairpersons or resource persons

19

3.13 No. of collaborations International

2

National

--

Any other

2

3.14 No. of linkages created during this year

X

3.15 Total budget for research for current year in lakhs:

From Funding Agency

2.4

From Management of University/College

0.96

Total

3.31

3.16 No. of patents received this year

| Type of Patent | | Number |
|----------------|---------|--------|
| National | Applied | Nil |
| | Granted | Nil |
| International | Applied | Nil |
| | Granted | Nil |
| Commercialised | Applied | Nil |
| | Granted | Nil |

3.17 No. of research awards/recognitions received by faculty & research fellows of the institute in the year.

| Total | International | National | State | University | District | College |
|-------|---------------|----------|-------|------------|----------|---------|
| 7 | -- | 2 | -- | -- | -- | 4 |

3.18 No. of faculty from the Institution who are Ph. D. Guides

4

and students registered under them

8

3.19 No. of Ph.D. awarded by faculty from the Institution

X

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF

4

SRF

X

Project Fellows

X

Any other

X

| | | | | |
|--|------------------|---------------------------------|---------------------|---------------------------------|
| 3.21 No. of students Participated in NSS events: | University level | <input type="text" value="10"/> | State level | <input type="text" value="X"/> |
| | National level | <input type="text" value="X"/> | International level | <input type="text" value="X"/> |
| 3.22 No. of students participated in NCC events: | University level | <input type="text" value="X"/> | State level | <input type="text" value="X"/> |
| | National level | <input type="text" value="X"/> | International level | <input type="text" value="X"/> |
| 3.23 No. of Awards won in NSS: | University level | <input type="text" value="X"/> | State level | <input type="text" value="X"/> |
| | National level | <input type="text" value="X"/> | International level | <input type="text" value="X"/> |
| 3.24 No. of Awards won in NCC: | University level | <input type="text" value="X"/> | State level | <input type="text" value="X"/> |
| | National level | <input type="text" value="X"/> | International level | <input type="text" value="X"/> |
| 3.25 No. of Extension activities organized | | | | |
| | University forum | <input type="text" value="X"/> | College forum | <input type="text" value="6"/> |
| | NCC | <input type="text" value="X"/> | NSS | <input type="text" value="5"/> |
| | | | Any other | <input type="text" value="11"/> |

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The following unique extension projects were carried out:

- The slum betterment project initiated by the SSRI club that undertook a programme to teach values and problem-solving through a Football-training programme, Dance training, a health camp and English language training.
- “Cultivating Change” at Rajgurunagar was a programme carried out by the International Relations Club (IRC) along with the NGO The Bombay Mothers and Children Welfare Society: they taught children concepts of the United Nations and conflict resolution.
- The Sophia College English Dramatics Association (SCEDA) along with Akanksha and Teach for India initiated a Passion Project at Abhyudaya Nagar School. Club members helped the school children to discover creativity through music and dance.
- The Psychology department has networked with Childline and Echoing Healthy Aging and organised a dementia awareness workshop.
- The NSS networked with CRY and organized a signature campaign in which students had to convince people to vote for a candidate who had welfare of children on his agenda.
- The Centre for Women’s Studies and Development networked with the following agencies to carry out major extension work.
 - ✓ The Bombay Mothers’ and Children’s Welfare Association
 - ✓ Bombay Archdiocesan Women’s Commission.
 - ✓ Reliance Industries and Founder of Salvation of Oppressed Eunuchs NGO (SOOE)
 - ✓ Navjeevan Society

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|------------------|---------------|-------------------------------------|-----------------|
| Campus area | 4 acres | -- | -- | 4 acres |
| Class rooms | 25857 sq. ft | 1500 | Management and Suman Tulsiani Trust | 27357 sq. ft. |
| Laboratories | 1211.08 sq. ft. | 750 | | 1961.08 sq. ft. |
| Seminar Halls | — | -- | -- | -- |
| No. of important equipments purchased (\geq 1-0 lakh) during the current year. | NA | NA | NA | -- |
| Value of the equipment purchased during the year (Rs. in Lakhs) | NA | NA | NA | -- |
| Others | 12920.73 sq. ft. | 450 | -- | 13370.73 |

4.2 Computerization of administration and library

Administration

All administrative work pertaining to HSC Board, University and Government departments are computerized. Daily administrative tasks are all carried out on the computer. The student progression and MIS upto FY level only, are updated on computer. Most of the information required by government and University is attended to.

Library Computerization:

The library has sixteen computers of which 4 computers are used solely for data entry, 2 for circulation, 5 for OPAC, 3 for Internet browsing, 2 for viewing AV materials. The SLIM 21 (System for Library & Information Management) software, 21st version, 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 library subscribes to several national and international journals, newspapers and magazines. Everyday articles from them are indexed according to the subjects and topics of interest of the users. These articles are then entered in the computer daily. 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 College & University are available on the library computer database. Students avail of this service regularly.

4.3 Library services:

| | 2012-2013 | | 2013-2014 | | TOTAL | |
|------------------|-----------------------------|---|-----------------------------|---|--------|-------------|
| | NEWLY ADDED | | NEWLY ADDED | | | |
| | NUMBER | VALUE (Rs.) | NUMBER | VALUE (Rs.) | NUMBER | VALUE (Rs.) |
| Text Books | 59501 | 4,57,788.00 (Amount spent on books in 2012-13) | 533 | 4,46,128.00 (Amount spent on books in 2013-2014) | 60034 | |
| Reference Books | | | | | | |
| Journals | 80 journals 8 newspapers | 96,903.00 (Amount spent on journals in 2012-2013) | 82 journals 8 newspapers | 96,252.00 (Amount spent on journals in 2013-2014) | | |
| e-Books | 80409+ | 7,000.00 (Amount spent on Institutional membership for the year 2012-13) | 80409+ | 7,000.00 (Amount spent on Institutional membership for the year 2013-14) | 80409+ | |
| e-Journals | 3829+ | | 3829+ | | 3829+ | |
| Digital Database | | | | | | |
| CD & Audio | 686 | 32,364.00 (Amount spent on VCD's & DVD's for 2012-13) | 104 | 22,825.00 (Amount spent on VCD's & DVD's for 2013-14) | 790 | |
| Others (Specify) | | | | | | |
| EXAP/EXSP | 593 | 0.00 | 4 | 0.00 | 597 | 0.00 |
| Thesis | 231 | 0.00 | 10 | 0.00 | 241 | 0.00 |
| Maps | 251 | 0.00 | 0 | | 251 | |
| Films | 20 | 0.00 | 0 | | 20 | |
| Film Strips | 25 | 0.00 | 0 | | 25 | |
| Film Slides | 50 | 0.00 | 0 | | 50 | |

4.4 Technology up-gradation (overall)

| | Total Computer | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|------------------|----------------|---------------|------------|------------------|------------------|-----------|-------------|----------|
| Existing 2012-13 | 321 | 4 | 164 | 164 | 23 | 18 | 23 | 5 |
| Added 2013-14 | 42 | 1 | 33 | 33 | -- | -- | 38 | 4 |
| Total | 363 | 5 | 197 | 197 | 23 | 18 | 61 | 9 |

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up-gradation (Networking, e-Governance etc.)

Computer, Internet access, training to teachers and students and any other programme for technology application (Networking, e-Governance etc) Teachers, The MSCACIT (Government Certificate Course)

Students MSCIT, and other computer courses such as, MS Word, MS Excel, MS PowerPoint, MS Office, Internet, Corel Draw, Photoshop, PageMaker, Desktop publication, Flash, JavaScript, Dreamweaver, HTML and DHTML, web-designing, programming in C, C++, Core Java and Tally are also available. Administrative staffs were trained to upgrade college information on DHEMIS. A workshop was held to familiarize them with the in-house MIS programme.

4.6 Amount spent on maintenance in lakhs:

| | |
|--|---------------|
| i) ICT | 4.40 |
| ii) Campus Infrastructure and facilities | 3.33 |
| iii) Equipments | 7.35 |
| iv) Others | 120.33 |
| Total : | 135.41 |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC helps in getting the handbook updated. Student support services are all mentioned there. The feedback questionnaires too enumerate the student support services such as the Sophia J.N. Heredia Counselling Centre, the Placement cell, Student Redressal, Canteen Service, Bookshop, Gymnasium, etc.

Notice boards carry relevant information pertinent to student support services.

5.2 Efforts made by the institution for tracking the progression

Internally student-progression is maintained in an excel programme. Teachers in touch with ex-students track their progress and request them to give details to the email link that has been established by the Alumni Association.

5.3 (a) Total Number of students

| UG | PG | Ph.D. | Others |
|------|----|-------|--------|
| 1476 | 66 | 2 | 52 |

(b) No. of students outside the state

| |
|-----|
| 271 |
|-----|

(c) No. of international students

| |
|----|
| 18 |
|----|

| Men | No | % | Women | No | % |
|-----|----|---|-------|----|---|
| | -- | | | 18 | |

| Last Year (2012-13) | | | | | | This Year (2013-14) | | | | | |
|---------------------|----|----|-----|-----------------------|-------|---------------------|----|----|-----|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 1584 | 5 | 4 | 3 | - | 1596 | 1586 | 6 | 2 | 3 | - | 1597 |

Demand ratio

| |
|----|
| -- |
|----|

Dropout %

| |
|------|
| 9.5% |
|------|

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

| |
|----|
| NA |
|----|

No. of students beneficiaries

| |
|---|
| X |
|---|

5.5 No. of students qualified in these examinations

| | | | | | | | |
|-------------|---|-----------|---|------|---|--------|---|
| NET | X | SET/SLET | X | GATE | X | CAT | X |
| IAS/IPS etc | X | State PSC | X | UPSC | X | Others | X |

5.6 Details of student counselling and career guidance

Counselling:

- Sessions were conducted to introduce counselling to all ARTS and SCIENCE classes. They were made aware of the value of counselling and myths about counselling were refuted.
- Students were encouraged to approach the counsellor to cope with personal problems, alleviate stress, study habits, career related difficulties, subject choices managing self, time and relationships.
- 15 Bonding Sessions of 1 to 2 hours each were held at the centre.
- Workshops were conducted on Stress Management, Suicide Prevention and Seminar on awareness and prevention of Child Sexual Abuse was organised for Junior College students.
- An Emotional Intelligence Appraisal to measure the students' existing Emotional Intelligence skills was administered after a movie Emotional Intelligence was shown to them.
- A talk on Time Management was conducted for F.Y.B.Sc (Life Science). The students were very receptive to the talk and approached the counsellor after the session to help them personally to re-evaluate their routine.
- A total of 169 students and 4 parents approached the counselling centre and 292 sessions were conducted throughout the academic year.
- There was a very positive response from students, parents and staff and the counsellor helped them in coping with both serious problems like suicidal tendencies, sexual abuse, emotional stress, as well as the usual adolescent problems, career and subject choices, relationship issues, problems with parents, peer group, lack of self esteem and confidence, to name a few.

5.7 Details of campus placement

| <i>On campus</i> | | | <i>Off Campus</i> |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 10 | X | X | 29 |

5.8 Details of gender sensitization programmes

- 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.
- The Women's Centre annually conducts add-on certificate courses in 'Women's Empowerment' and 'Social Work related to Issues Concerning Women and Children'.
- The department of Microbiology screened a film "Provoked" depicting one woman's fight against battering and torture.
- The Students Social Reform Initiative (SSRI) undertook a novel way of countering the unpleasant and offensive graffiti that was being painted/sprayed on the outer wall of the College property. They had it cleaned up and then painted murals all along its length. These murals conveyed messages celebrating women's achievements, highlighting the importance of women's education and empowerment, and stressing the need for gender equality.

5.9 Student Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

| | Number of students | Amount |
|---|--------------------|------------|
| Financial support from institution (SAF) | 94 | 1,63,440/- |
| Financial support from government | 8 | 67,737/- |
| Financial support from other sources | - | - |
| Number of students who received International/ National recognitions | - | - |

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: No Major grievances were reported.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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.

Its **Mission** is to provide a holistic education for all-round development.

6.2 Does the Institution have a Management Information System

The institution maintains a student progression chart on the Excel programme. An in-house MIS software was created covering the First Year students and data has been updated. However, professional help was needed to extend the programme to cover second and third year students. The management after interviewing several companies that offer this programme is in the process of installing an effective and all-inclusive online Management Information System.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

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 syllabi revision committees and they play an important role in framing the syllabi for different papers of their subjects. They also attend workshop to enhance their ability to deal with the curriculum.

The postgraduate diploma courses, in Clinical Analysis (DCA), Medical Laboratory Management (DLM) and Quality Assurance in the Food and Pharmaceutical Industry, revise & update the syllabi to meet the changing requirement. Similarly the curriculum for certificate courses run by the Sophia Centre for Womens' Studies and Development (SCWSD) are upgraded from time to time.

Though there is no scope, for curriculum development for UG and PG students, 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.

6.3.2 Teaching and Learning

We continue with the use of ICT, student-presentations, student research, peer teaching, guest lectures, films, classroom discussions & debates, related field trips & extension activities, internships e-mentoring.

6.3.3 Examination and Evaluation

The initiatives to improve performance at examinations include crosswords, quizzes, multiple choice questions open book tests. Teachers give a regular feedback to the students, some read model answers and discuss topics from current publications. They encourage student participation in the class to enhance the students' understanding of the subject/topic and thus help them to improve their performance at examinations.

This year, online tests (FC) mock examinations conducted and evaluated by the students (Psychology) were some initiatives taken to improve students in the whole examination and evaluation process.

6.3.4 Research and Development

Quality Improvement Strategies

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 area.

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.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Some strategies tried out last year, e.g. encouraging students to use library resources for research work, collation and binding the table of contents of Arts and science journals, making college and university papers available in the library computer base, continued to be found very useful.

The A-View Classroom Software, installed last year, was also well appreciated. Students continue to make use of the referral services offered.

Other strategies to improve research include the use of research work done by EXAP, EXSP students, helping students to photocopy material from reference books, having book exhibitions and enriching the library collection through donations especially from the USIS library.

Infrastructure

A new floor has been added to the Andersson Annexe which now houses the B.Sc.IT labs and classrooms.

Instrumentation

Three computers were added to the Life Science, Microbiology and Biochemistry departments.

ICT

Students are encouraged to enrol 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. Wi-Fi connectivity is provided 24 hours a day to the hostelites of the college.

6.3.6 Human Resource Management

Efforts are made to ensure a harmonious and smooth atmosphere and cordial relations among staff members, as well as to maintain high operational standards and a strong disciplined work ethic. Problems regarding the staff inevitably crop-up from time to time. The management, however, tries to handle them in a humane manner, keeping in mind the need to balance the good of the institution and the individual.

6.3.7 Faculty and Staff recruitment

The process laid down for recruitment of faculty and staff for posts sanctioned by the government is meticulously followed. In addition, the management employs a number of additional teaching and non-teaching staff in order to ensure the smooth and effective functioning of academic and non-teaching work.

6.3.8 Industry Interaction / Collaboration

The department that runs the Quality Assurance in the Food and Pharmaceutical Industry programme continued to interact with industry and place students in internships and training programmes. Industry workers are also trained in ISO 22000 by the QA students.

Placement continued to be 100% especially in units that had trained them as interns.

The Bachelor of Mass Media students are regularly placed with media-related institutions, as interns during the summer break. To enable students to take advantage

of this, notices and flyers are regularly posted on notice boards, advising them about the availability of internships.

6.3.9 Admission of Students

The college endeavours to give an opportunity for higher education to all female students who wish to take admission. Hence cut-off marks are not important. This an open door policy is in keeping with the mission of the college to provide a holistic education for all round development. Merit lists are displayed both on the web-site and notice-boards.

Brand building continues to be undertaken so as to attract the more academically inclined students. Information about the college is circulated among the nearby schools to attract local candidates. This year students from schools and junior colleges were invited to attend events.

Reservation quotas for sportswomen and children of defence personnel are prominently displayed at admission time. Students from National Open School System and those with learning disabilities are also admitted lack of finance should not hinder a girl from receiving education. Therefore at the time of admission notices are displayed about student Aid. Students are also helped to apply to other trusts for student aid.

6.4 Welfare schemes for

| | |
|--------------|---|
| Teaching | <p>Corpus for research</p> <ol style="list-style-type: none"> 1. Smt. Dhandevi Mahindra Research Fellowship awarded for minor research Rs.60,000/- per annum. 2. The Rotary Club of Bombay Mid-Town Sumitradevi Jalia Award Rs. 10,000/- per annum. 3. Lobo-Dubey Research Fellowship award Rs. 20,000/- per annum 4. Mrs. Barbara Naidu Research Scholarship Rs. 10,000/- per annum <p>Total: Rs. One Lakh per annum.</p> |
| Non teaching | Symbal Fund Rs. 6,62,623/- Corpus: the interest may be drawn upon for assistance in cases of need. |
| Students | <p>SAF</p> <ol style="list-style-type: none"> 1. Sr. Anita Horsey Fund Rs. 9,78,000/- 2. Student Aid Corpus Rs.3,00,000/- 3. N.T. Amritmahal prize and Student Aid Fund Rs. 1,00,000/- 4. Dr. Meera Verma towards the Keshav and Daphne Verma Scholarship Fund Rs. 33,00,000/- |

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | -- | No | -- |
| Administrative | No | -- | No | -- |

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

A number of interactive events with the administrative and teaching staff the College Union Committee (CUC) were organised.

The Life Skills Programme Energia Well-Being run by an alumni of the college continues to be a very successful programme. The Alumni Association also supported CAREER CONNECTIONS, the student initiative for providing information on career connections and opportunities to further studies and internships.

Events like From ‘Me to We’ and ‘Breaking the Culture of Silence’ 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.

The association promoted Indian art and culture in the college by sponsoring and helping to organize in collaboration with SPIC-MACAY (Society for the Promotion of Indian Classical Music and Culture Amongst Youth), a Lecture-performance by renowned Bharat Natyam dancer Malavika Sarukkai and her student Rama Venugopalan.

SCESA with the help of the Principal and staff held its first Convocation Day for the Arts, Mass media and Science graduates. The Sophia Pledge and singing the college song marked the end of the ceremony.

A new initiative introduced this year, gives an opportunity for students to engage with rural households and study water issues with a social, economic political & scientific perspective.

The association has been involved in supporting sustainable rural development and rain water harvesting projects in Raigad and Thane districts of Maharashtra. The students of Political Science were first given an orientation about the projects and then taken for the actual experience on June 6th 2014. It was a very successful venture.

The SCESA BAZAAR – ‘Shop for a Cause’ continued to attract students who bought items from the NGOs who put up stalls.

The Association uses social media to interact with both ex-students and current students.

6.12 Activities and support from the Parent – Teacher Association

There is no formal Parent-Teacher Association. However, parents and teachers interact on an annual Open-Day, held early in the second semester.

6.13 Development programmes for support staff

The management encouraged three support staff members with financial aid to help them to improve their educational status.

6.14 Initiatives taken by the institution to make the campus eco-friendly

1. Separation of dry and wet waste.
2. Dustbins conveniently placed to discourage littering.
3. Maintaining gardens – especially the herbal garden where every plant is labelled.
4. Encouraging students to switch off lights & fans to save electricity.
5. Save paper/recycling. The IQAC cell saves paper since online feedbacks were introduced.
6. Water conservation.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Online FC tests were introduced.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

1. Facilitate further use of ICT

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

2. Continue working towards implementation of MIS

Financial constraints prevented the installation of the MIS programme. However the IQAC continued updating the in-house programme and the student progression chart which has existed since 2003.

3. Strategic planning and brand building

The goals of the college are linked with papers/topics in order to facilitate the realization of these goals.

Brand building was carried forward through the website and by inviting students from schools and junior colleges to attend events.

4. Networking with educational institutions in Mumbai, in India abroad, for enhancement of quality in education.

At the local level the college along with two other Mumbai colleges networked with Kings' College London, and held a few sessions in Mumbai.

The Principal, Dr. (Sr.) Ananda Amritmahal on her visits abroad networked with Purdue University and Loyola College.

Several foreign teachers, students and guest lecturers visited the college.

5. Networking with NGO's in a shared effort towards social transformation.

Departments like the Psychology, Sociology and Economics departments continued to network with NGOs as part of the academic programme.

The newly started Students Social Reform Initiative (SSRI) networked with several NGOs to bring change in slums The IRC, too, held a programme 'Cultivating Change' and took their students to Rajgurunagar to teach children the concept of the United Nations and conflict resolution.

NSS continued their networking with NGOs like CANKIDS and CRY. The Sophia Centre for Women's Studies and Development also had several extension activities. Some were linked with the Certificate Courses they run while others were part of the outreach programme. **(Details given in Pt. 3.26)**

6. Developing the uniqueness of the educational experience of Sophia.

Students continue to be the central focus of all our endeavours, and the effort to offer a personalised and holistic educational experience geared to the maximising of each one's potential is an ardent and on-going one. While empowerment of women continues to be our central focus, it must be emphasised that this includes both

- a) economic empowerment through providing students with the academic qualifications needed to obtain employment in the job market and
- b) a critical engagement between the syllabus and the world around that will prompt the students to analyse social structures, ask pertinent questions and commit themselves to some form of social action that can lead to societal transformation

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

1. Leadership initiative for Class Representatives.
2. The PEACE FORTNIGHT.

****Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

7.4 Contribution to environmental awareness / protection

The annual themes for the year concentrate on many environment issues. This year the theme was 'Youth for Sustainable Change'.

The campus is very environment-friendly. Gardens are well maintained and cleanliness is given a high priority. Students are thus exposed on a day-to-day basis to the need to preserve the environment.

Beach cleaning, garbage segregation, care and use of electricity and water are other ways of making them conscious of the need to preserve the environment.

7.5 Whether environmental audit was conducted? Yes X No

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

The SWOC analysis was carried out at the departmental level. The staff and students of each department had to ascertain the strengths, weaknesses, opportunities and challenges of the course.

8. Plans of institution for next year (2014-15)

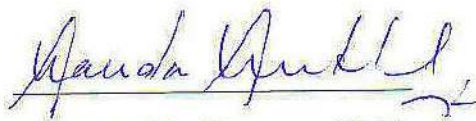
1. To implement schemes for recycling.
2. The Library to motivate reading habits of students.
3. To hold student-centred sessions to enhance teaching/learning.
4. To install the MIS programme.
5. To develop possibilities of international and national exchange programmes
6. To work towards autonomy as an institution

Name MRS SHEILA MASTER

Name Dr. (Sr.) Ananda Amritmahal



Signature of the Coordinator, IQAC



Signature of the Chairperson, IQAC

PRINCIPAL, SOPHIA COLLEGE

Abbreviations:

| | | |
|------|---|--|
| CAS | - | Career Advanced Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
| UPE | - | University with Potential Excellence |
| UPSC | - | Union Public Service Commission |
