SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE

SOPHIA CAMPUS, BHULABHAI DESAI ROAD, MUMBAI
400026
https://www.sophiahaft.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sophia Smt. Manorama Devi Somani College is situated on Sophia Campus in South Mumbai. All the educational institutions on this campus are run by the **Society for the Higher Education of Women in India (SHEWI)**. The word 'SOPHIA' means 'Wisdom'. Sophia Smt. Manorama Devi Somani College is a Christian minority institution, but it welcomes students from all socio-economic strata of society and from all religious backgrounds. Though our College is a co-educational institution, the education of women and empowering them with professional skills is of special importance.

SHEWI has been engaged in the field of Higher Education since 1941 through Sophia College, and of Technical Education since 1970 through Sophia Polytechnic. At the time when Sophia Polytechnic was founded, most technical / professional programmes were diploma programmes and for many years Sophia Polytechnic conducted only diploma programmes. In 2007 in response to the growing demand for technical / professional programmes that are degree programmes with the express intention of starting degree courses within Sophia Polytechnic, the Management asked for affiliation to the University of Mumbai to open a degree college within the Sophia Polytechnic building. The permission was granted by the State Government and the University of Mumbai and **SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE** was started. In 2009, the BSc in Hospitality Studies was started in this College. In 2014 the one-year media course that was run in Sophia Polytechnic, namely the post-graduate diploma programme in Social Communications Media (SCM), was also brought under the College via the MoU signed with the University of Mumbai's autonomous Garware Institute of Career Education and Development.

There are two departments in the College:

1. **HOSPITALITY STUDIES** DEPARTMENT, which is popularly referred to as HAFT (HAFT – Hotel Administration and Food Technology) Department.
2. **SOCIAL COMMUNICATIONS MEDIA** DEPARTMENT, which is generally referred to as SCM Sophia or SCM.

The HAFT Department runs the following programmes:

1. **UG**: The three year B.Sc. in Hospitality Studies
2. **One year full-time Certificate Programme** in Craftsmanship in Bakery and Patisserie (institute programme)

The SCM Department conducts the one-year post-graduate diploma programme in Social Communications Media (SCM).

Vision

Sophia Smt. Manorama Devi Somani College has very clearly defined Vision, Mission, Goals and Objectives, which are in line with the Vision and Mission of our Management and also in keeping with our reality as a college offering professional programmes geared to employability of those who join our institute. Our vision is

as follows:

Vision Statement

A just and prosperous society

where women and men

are considered equal,

and where, together,

they live in peace, in mutual respect

and in harmony with nature.

Mission

Mission Statement

Our mission is to empower women and men

to bring about social transformation

by providing them with a dynamic and caring environment

for acquiring professional skills, through an education

that is holistic, student-centered, value-based and creative

in the pursuit of excellence.

In keeping with the above Mission of our College, the following are our Goals and Objectives:

Goals

- To help our students develop and hone their professional skills so that they can excel in their chosen line of work.
- To inculcate in our students right convictions and ethical values by fostering in them a critical and reflective sense.
- To sensitize our students to the social issues of our time in order to awaken in them a desire to serve.

Objectives

- To provide our students with professionally qualified and motivated staff
- To make available continuing education to our staff

- To expose our students to the demands of the industry through professional visiting faculty, regular industrial visits, internships, etc.
- To interact continuously with industry, parents and with other beneficiaries of our education.
- To foster an atmosphere which engenders creative outputs.
- To provide our students with up-to-date equipment and facilities.
- To provide regular input sessions to our students and opportunities for shared interaction on issues touching their lives:
  - personal growth in an atmosphere of responsible freedom
  - building of community as a social value
  - caring for our environment
  - political awareness
    - To expose our students to the deprived sections of society through our outreach programmes

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS

- The College has **a very good management and effective leadership** which enable a smooth functioning of the institution and the employment of well-qualified and **dedicated faculty** who encourage and guide our students to strive for excellence as well the creation of a positive work and study environment. Due to this positive environment, there is on the whole a long-term loyalty to the institution on the part of faculty, non-teaching and support staff towards the institution. As a result of which attrition levels are very low of staff at all levels.
- The College has **excellent infrastructure**. Although located in south Mumbai and just off two arterial roads that link the city centre to the western suburbs, the college is located in a **beautiful, verdant, well maintained and clean campus**. The college has good classrooms and excellent laboratories that are equipped with state-of-the-art equipment.
- The **interaction with industry** is excellent and students are exposed to the latest trends in their respective industry either through workshops and sessions organized by personnel from industry, or through internships and specializations.
- The College has a very **good record of placements** for its graduating students.
- **The College fosters a person-centered approach to education and excellent mentorship of students** whereby every student is known by name by their respective faculty members. In the HAFT department, besides class teachers who follow up and guide the students, each student has a mentor teacher. In case of need the students are also given guidance and help by the Vice-principal and Principal. In the SCM department besides the mentorship by the Head of department and faculty, the students also have alumni mentors. Students who are in need of professional counseling are helped by the college counselor.
- The College has **an inclusive policy** and admits many students from the lower socio-economic strata of society. **Students needing financial assistance** are helped with scholarships.
- The College has a **Value Education programme** that aims at inculcating universal human, ethical and Constitutional values among students.
- Various **Green Initiatives** have also been undertaken.

Institutional Weakness

INSTITUTIONAL WEAKNESSES

- The College has **limitations of space** because it is situated in a campus with heritage structures and which falls within the Coastal Regulation Zone. Hence, government and municipal regulations do not allow for further expansion either horizontally or vertically. Due to limitations of space it is difficult to expand the number of courses.
- Due to the practical nature of our programmes, as against academic programmes, very **few faculty members have PhD degrees** or are engaged in research. However, they are subject experts in their respective domains.
- Due to the full-time and demanding nature of the programmes offered, students have little time for sports or extra-curricular activities.
- The documentation of student progression (whether for further studies or in job placements) after they leave the institute is not very effective.

Institutional Opportunity

INSTITUTIONAL OPPORTUNITIES

- To use the alumni networks for raising funds
- To encourage faculty to improve their academic qualifications by clearing NET/SET or pursuing PhD
- To explore the possibility under NEP of bringing the other professional programmes in Sophia Polytechnic that currently are under the Art and Design Department and the Dress Designing and Garment Manufacturing Department into the college.
- To form either a Cluster University or Cluster College with our sister institution on the same campus, namely Sophia College, which is not only an old and reputed college accredited three times by NAAC with very high grade but which has also enjoyed the status of Autonomy since June 2018 as well; very recently, it has been accorded the Empowered Autonomy status. This would be a possibility under NEP

Institutional Challenge

INSTITUTIONAL CHALLENGES

- The Covid-19 pandemic lockdowns necessitated the online mode of teaching during which time no practical classes could be conducted physically; the challenge is to reach out to every student and leave no one behind especially in the skill sets required in industry.
- The shift in population away from south Mumbai to the suburbs, the difficulties of commuting in Mumbai city and the mushrooming of professional colleges in the suburbs as well as the effects of the Covid-19 pandemic and lockdowns have resulted in a drop in student enrolment; this issue needs to be addressed creatively.
- Our physical infrastructure needs to be further advanced to meet the needs of a rapidly changing scenario.
- As ours is a college offering professional programmes integrating STEM into the curriculum is a

challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Head of the HAFT Department **served as the Chairperson of the Ad hoc Board of Studies in Hospitality Studies** from 2016 till September 2022. As the Chairperson, she has been actively involved in the drawing up of the syllabus. **The syllabi of the Craftsmanship in Bakery and Patisserie Programme are designed by our faculty**. **The SCM Programme is designed by our faculty along with experts** who form the Board of Studies.
- Planning of how the curriculum will be completed is carried out at the department level before the commencement of the academic year. The time-tables and academic calendar are drawn up at the beginning of each academic year. Each faculty member maintains **a Plan Book** in the case of HAFT or **a Log** B**ook** in the case of SCM in which the coverage of the syllabus is given week by week in the case of HAFT and day by day in the case of SCM.
- Besides the core faculty who conduct 'theory' and 'practical' classes both HAFT and SCM **invite professionals to conduct workshops and sessions**. Many of these workshops go beyond what is prescribed in the syllabus. Our Programmes being professional ones are full-time and demanding. It is therefore not feasible for our students to engage in additional add-on courses.
- In BSc Hospitality Studies, internship for one whole semester is compulsory. However, during the two years of the Covid pandemic the University of Mumbai substituted internships with an online Research Project in place of internships. However, the department encouraged students to apply for voluntary internships towards the tail end of the pandemic period, in addition to doing the Research Project. The SCM programme is largely taught through projects, field work etc. Each student also engages in a one-month specialization in a specific area of the media industry when they work under media professionals.
- **Feedback from graduating students is taken**. T**he SCM department also takes feedback from students two other times during the year**. The HAFT department has a **parent-teacher meet** every semester class-wise. Feedback from industry is taken from time to time.

Teaching-learning and Evaluation

TEACHING-LEARNING AND EVALUATIONS

- Both the HAFT and SCM departments organize an orientation programme for the new batch of students to apprise them of the details of the programme and all the facilities and support systems available in the department. In addition, there is an **Orientation Programme for the whole Institute** at which the vision and mission of the College, the facilities and the student support systems etc. are explained to the students.
- All Classrooms are ICT enabled, for making presentations with projectors and audio facilities. The recent pandemic had seen the introduction of an in-house digital platform- 'MS Teams'. The faculty used this platform to effectively engage and develop interest towards learning amongst students during the pandemic and also for interactive online webinars. This platform was also used for proctoring during online examinations.

- Our faculty also imparts Soft skills to give the students the competitive edge in today's corporate world scenario.
- **All the teaching posts are filled**. The College is using ICT at all levels whether teaching-learning or administration.
- The entire teaching-learning processes are 'hands-on' in both departments. In the HAFT department besides the mandated 'practicals', additional workshops and events are organized. The SCM students 'learn by doing' and the extensive student output is made available on the department website as open resource material that can be accessed by anyone.
- In the HAFT department the progress of students is maintained through internal assessments, presentations, events and semester end examinations. The SCM department follows the practice of the continuous assessment of students. In addition, there are the semester end examinations.
- **Programme Outcomes and Course Outcomes** have been prepared for all our programmes. Their implementation is evaluated through the internal assessments and examination results of students, as well as the feedback taken from students and other stakeholders.
- **Feedback** is taken from the students who complete the programme in the form of feedback surveys or exit poll questionnaires wherein they assess the teaching-learning, infrastructure and other aspects related to their overall experience in the College. Feedback is also taken from other stakeholders.

Research, Innovations and Extension

RESEARCH, INNOVATIONS AND EXTENSION

- **The Principal is a nationally and internationally recognized historian and research scholar**; she is an authority on the world heritage site of Hampi and Vijayanagara Art, Architecture and Religious Traditions. Her publications (over 10 books authored, co-authored or edited by her as well as nearly 100 research papers authored or co-authored by her) are listed / hosted on Academia.edu. They are also available through the College library WebOPAC. Her works are widely cited.
- The Principal secured a four-year research travel grant in 2018 from the Luigi and Laura Dallapiccola Foundation which is based in UK. However, due to the Covid pandemic, she could not avail of the grant for two years (2020-2021 and 2021-2022).
- Besides doing research for their Media Research paper, the SCM students carry out research for their various projects as well as for their annual departmental magazine, *Marginalia*. In addition, there is an on-going department research project on the *Lives of Women* and a number of volumes of this publication have been published to date. The HAFT students carry out research on different cuisines and cultural aspects related to the particular cuisine for their food production practicals in the second and third years as well as for the events that they organize. In addition, during the two years of the Covid pandemic each second year student did a Research Project in place of the mandated internship.
- **Outreach activities** are organized at least twice a year by the Student Council.

Infrastructure and Learning Resources

INFRASTRUCTURE AND LEARNING RESOURCES

- The College has excellent laboratories equipped with the latest equipment, clean classrooms, a hostel

for girls, an AV room and a conference room. It accesses campus facilities such as, an over 800 seater air-conditioned auditorium, a basketball court, a bookshop, a girls' gymnasium, gardens and lawns etc.

- During the past five years **solar panels for electricity, composters for composting wet garbage and a small water-harvesting unit** were installed. The laboratories of SCM were totally renovated. Both departments acquired some additional state-of-the art equipment.
- The Hospitality Studies students and staff maintain a 'Herb Garden' cultivating basic herbs for enhancing the student knowledge and using in the Food Production classes. The department also follows the practice of garbage segregation strictly segregating 'dry & wet' garbage.
- The **air-conditioned library is spacious and is fully digitized** and through the WebOPAC library data can be accessed by staff, students and even outsiders who are given access 24 x 7 from anywhere.
- There is a **computer laboratory** with 31 computers and internet with **bandwidth of 50mbps**. In addition, each department and the examination control room as well as the offices and library have their own computers and broadband internet facilities.
- There is an adequate **CCTV coverage** of the whole College.
- The **College and the entire campus are well maintained**. The College has its own in-house maintenance team, especially for electrical work. The Management also has maintenance staff such as a plumber, painter and an electrician.

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION

- The College welcomes students from all socio-economic strata of society. **Financially needy students are provided with scholarships** for which the College approaches various charitable Trusts as well as the Management and Alumni. Each student of BSc in Hospitality Studies is covered by a **group insurance** scheme against accidents.
- **All the students are trained in the use of ICT** in case they do not already have skills in this area. **Workshops to enhance soft skills** are held. The HAFT department annually conducts a medical check-up of all the students and support staff. Those who need medical attention are given the necessary guidance. **Strict hygiene standards** are maintained.
- Both the HAFT and SCM department works actively for the **placements** of their graduating students. In the former, a staff member is in charge of placements. Most of our students go in for jobs after graduation. A few go on to Higher Studies.
- The College has a **Counseling Unit**. In addition, faculty members mentor and guide students.
- Various **committees** exist to address student grievances. But, since the College follows an open door policy where students are encouraged to approach class teachers, mentor teachers, Heads of department, Vice-Principal and Principal, issues practically never reaches the stage where a grievance has to be addressed by a committee.
- There is a **Student Council** which, along with the Dean of Students and staff advisors, organizes programmes for students of the College. There is also student representation on the College Development Committee.

Governance, Leadership and Management

GOVERNANCE, LEADERSHIP AND MANAGEMENT

- At the top of the organization is the Management, which comprises the Board of four trustees and a Governing Body who meet at least twice a year and for these meetings the principal is also present. The budgets of the Institute are passed by the Management as are the audited statements. The **Principal / Director plays a proactive role** in the design and implementation of academic and administrative policies and decisions.
- The College believes in the principle of **decentralization**. Therefore, each department enjoys a lot of autonomy in planning and implementing their academic plans for the year. The department Head holds regular meetings with departmental faculty to plan activities as well as to evaluate them and to propose areas for improvement.
- From time to time, the College organizes faculty development workshops. Faculty members who wish to attend workshops and training sessions organized by industry are encouraged to do so and are granted duty leave.
- The accounts office functions digitally using the latest version of Tally. Admissions are done online.
- **For the support staff there is a life-insurance scheme** whereby the College pays half the annual premium from a fund specially constituted for the same. Besides this, support staff members who need short term loans in case of emergencies are given assistance; these loans or advances from salary are interest-free. The **Gratuity Fund** which is held by the Management ensures that on their retirement staff members are given gratuity as per government rules.
- **External auditors** appointed by the Management, namely Chhotelal Shah and Co., conduct the statutory audit. The audited accounts are studied by the College Development Committee before being presented to the Management.
- The College annually raises funds from various Charitable Trusts as well as from well wishers and alumni for scholarships for needy students. Resource mobilization has also been carried out for improvements in infrastructure as well as other needs.
- The College has an effective **IQAC** and the AQARs have been regularly submitted to NAAC. In addition, there is the **College Development Committee** that meets usually twice a year.

Institutional Values and Best Practices

INSTITUTIONAL VALUES AND BEST PRACTICES

- Sophia Smt. Manorama Devi Somani College is committed to **gender equity** and there is a zero tolerance policy towards any form of gender bias or discrimination. In order to ensure safety and awareness it has various committees. In the SCM department all the teaching-learning processes are geared to creating awareness in the students on all types of social issues, including those of gender, caste and class, inclusivity etc. The majority of the student output in the form of research projects, broadcast features, radio-spots etc as well as their annual magazine, *Marginalia*, focuses on such issues.
- The college is **sensitive to the differently-abled individuals**. The fact that the Sadhana School for the developmentally challenged run by our Management is located in premises contiguous with our college heightens our awareness and sensitivity to the differently-abled. The staff and students of the HAFT department have conducted workshops in cookery and bakery for young adults of this school. The students of the SCM department do social awareness campaigns etc. on various aspects of inclusivity including sensitivity regarding the differently-abled.
- The College is committed to **sustainable development and environmental awareness** and has undertaken several initiatives during the past five years. In BSc Hospitality Studies there is a paper on Environmental and Sustainable Tourism. The SCM department encourages students to engage in various projects related to the environment and sustainability.

- Despite the full-time and demanding nature of our programmes, **keeping in sync with the values stated in the Indian Constitution, the college celebrates and organizes various national and international commemorative days and events**.
- Even though our programmes are very demanding, there are certain outreach activities that are organized for the entire College; these include a **Blood Donation Camp** once a year and the **Outreach Programme** when each class spends one day reaching out to the underprivileged.
- Amongst our best practices are the **strong industry-institute interface** and the person-centered approach as evidenced by the **student mentorship programmes**.
- The value education programme, entitled the **Sophia Cooverji Hormusji Bhabha Programme in Ethics and Values,** is a special feature of the College.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE
Address	Sophia Campus, Bhulabhai Desai Road, Mumbai
City	MUMBAI
State	Maharashtra
Pin	400026
Website	https://www.sophiahaft.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr.Anila Verghese	022-9769689309	9769689309	-	sophiamanoramadevi@gmail.com
IQAC / CIQA coordinator	Dopati Banerjee	022-23513157	9823410439	-	dopati_banerjee@yahoo.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	No
Any Other	No

Establishment Details		

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sophia Campus, Bhulabhai Desai Road, Mumbai	Urban	4.586	7468.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Bsc Hospitality Studies	36	HSC	English	60	56

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				12			
Recruited	0	0	0	0	0	2	0	2	6	5	0	11
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	11	4	0	15
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	8	7	0	15

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	33	0	0	0	33
	Female	39	1	0	1	41
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	3	2	0	0	5
	Female	7	7	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	4	2	4
	Female	2	4	2	2
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	2	0	2	2
	Female	1	2	0	0
	Others	0	0	0	0
General	Male	75	80	78	58
	Female	69	58	81	83
	Others	0	0	0	0
Others	Male	27	30	33	34
	Female	0	23	23	31
	Others	30	0	0	0
Total		209	201	221	215

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our College is committed to achieve excellence in providing our students with a professional, value based and holistic education. At present, in the State of Maharashtra for undergraduate level programmes NEP has only been implemented (with effect from June 2023) in autonomous colleges. As and when NEP is introduced by the State Government and the University in affiliated Colleges, our Institute which offers professional education will explore the possibility of the College becoming multidisciplinary / interdisciplinary. However, it must be noted that the Head of our Department, Mrs. Dopati Banerjee, who was the Chairperson of the Ad Hoc Board of Studies in Hospitality Studies at the University of Mumbai

	from 2016 till September 2022 has given much thought as to the pattern of courses for this programme under NEP. As and when the Board is reconstituted, if she is again on the Board she will help take this process forward for the BSc in Hospitality Studies. For the PG Diploma Programme in Social Communications Media NEP has already been implemented because a syllabus revision took place before the commencement of this academic year and the new syllabus as per NEP format has been implemented from the commencement of this academic year. NEP norms will not really be applicable to our one-year certificate Programme in Craftsmanship in Bakery and Patisserie. Our three year BSc degree course in Hospitality Studies is affiliated to the University of Mumbai. Affiliation to the University of Mumbai limits the scope of multidisciplinary, flexible curriculum and allowing entry and exit of students at various years of the undergraduate programme. The SCM programme is a one-year PG Diploma Programme and the Craftsmanship in Bakery and Patisserie programme is a one-year Certificate Programme. Under the existing system there is little scope for these to become multidisciplinary / interdisciplinary.
2. Academic bank of credits (ABC):	The Academic Bank of Credits is only applicable to one of our programmes, namely the BSc in Hospitality Studies. All the students of BSc in Hospitality Studies of our College have been registered on the Academic Bank of Credits portal.
3. Skill development:	The very natures of the three programmes that are being conducted by our College, namely professional in nature, are geared to Skill Development of our students. Besides what is laid down in the syllabi of the respective programmes, the two departments of our College, namely Hospitality Studies and Social Communications Media, in order to equip our students with a variety of skills provide them with additional workshops and sessions. Students on completing these programmes are ready either to get jobs in the respective industries or to be self-employed.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At the College level, the College Crest and Motto is steeped in Indian tradition. In it are the lotus (the National Flower), pearls (India is famous for pearls) and the banyan tree (the National Tree). The motto

	within the crest, 'Urdhva Mula', in devanagari, is from the Bhagavad Gita. Moreover, all national and state days of importance, including Hindi Bhasha Diwas, Marathi Bhasha Diwas, Constitution Day etc. are celebrated. The Student Council organizes Indian cultural activities, such as 'Traditional Day', 'Dandia Raas' etc. Both our departments integrate Indian Knowledge systems into the teaching-learning process: The Hospitality Studies department through the cuisines of India and the culture underlying the cuisines, and the Social Communications Media department through creating awareness of traditional methods of cultivation, crafts and art.
5. Focus on Outcome based education (OBE):	The College provides an outcome based education. Programme and Course Outcomes have been worked out for the three programmes that are run by our College. These are kept in mind by the faculty in all the teaching-learning processes.
6. Distance education/online education:	At present, under the existing system since NEP has not been implemented in the State of Maharashtra for undergraduate programmes for affiliated colleges, Institutes like ours cannot run courses in the distance mode of education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No. Ours is a very small college offering three full-time demanding programmes of a professional nature. It is not possible under the circumstances to set up such a club nor is there need of one because issues such as electoral literacy are handled at the departmental levels.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	Not applicable

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Hospitality Studies department has tried to get all its students registered as voters. The department organized a session especially for this and to date the majority of the students who are eligible to be voters have been registered or the process for registering is on. The Social Communications Media department endeavors to make its students socially conscious media personnel aware of both their rights and duties as citizens and with a keen awareness of social and civic responsibilities.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	As mentioned above, the Hospitality Studies Department organized a special campaign at the commencement of the academic year to get students who are eligible to be registered as voters. Most are already registered and the rest are in the process of getting registered.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
173	171	171	166	167

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 16

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	14	14	13

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
107.46	68.95	101.23	96.22	86.06

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The mechanism of the College for curriculum planning and delivery is well thought out and documented. At the commencement of the academic year, keeping within the dates of term as specified by the University of Mumbai for BSc Hospitality Studies and of the University of Mumbai's autonomous Garware Institute in the case of the SCM, the Academic Calendar for the whole College is worked out. Within the broad framework of this Academic Calendar, the two departments work out their individual departmental calendars for the year, in which dates of examinations, internal assessment tests etc. are specified.

In the case of BSc Hospitality Studies the syllabi prescribed by the University of Mumbai is followed. However, the department does its best to provide its students with additional inputs and experiences in order to equip them to meet the challenges that that they will face in their lives and careers. Besides the internal assessment tests, the recording of attendance of students at every lecture and practical, ensures that there is a continuous follow up of the students. Students who are facing difficulties with their academics or are falling short in their attendance are mentored and guided. The Open Day for the parents of each class held twice a year give the opportunity for the parent along with their son / daughter to meet faculty members who give them an update on the over-all performance of the student. The faculty members evaluate the feedback given by the graduating students.

In the case of the Craftsmanship in Bakery and Patisserie, since it is an institute course, the curriculum is updated regularly. Besides the internal tests and term end examinations, the on-going work of the students is checked and monitored.

The Plan Books maintained by the faculty of the HAFT department are checked by the Head of Department once a week, the Vice-Principal once a month, and the Principal once a term in order to ensure effective and timely coverage of the curriculum.

In the case of the Social Communications Media PG diploma course, the curriculum is updated regularly by the Board of Studies, with the approval of the Garware Institute. Faculty members, regular and visiting, maintain daily Log Books which records how the curriculum is being covered. For the SCM course the assessment is continuous. The students are marked for every project and assignment and the cumulative marks of the internal assessment form 60 per cent of the marks in the respective paper. The feedback taken from the students twice during the year and for a third time at the end of the course enable the faculty to assess that the curriculum has been covered effectively.

The positive feedback received from parents and / or industry, both informally and formally, help the

faculty of each department and the College authorities to gauge that curriculum has been covered effectively. The effectiveness of the curriculum planning and delivery is testified by the excellent placement records of our graduating students of BSc Hospitality Studies and SCM.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 11

File Description	Document
Institutional data in the prescribed format	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 49.65

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
111	0	114	87	109

File Description	Document
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Our College focuses on the holistic growth of students as is reflected in our Vision, Mission, Goals and Objectives. The faculty of both departments emphasize on these issues during the lectures and practical sessions.

The Hospitality Studies (HAFT) department has a paper on **Environmental and Sustainable Tourism** in the TYBSc syllabus of Semester VI. While covering this paper as well as in food production practicals, the importance of the environment and sustainability is emphasized; hence the students are guided to segregate garbage into biodegradable and non-biodegradable items and the former is composted into manure. A terrace herb garden is maintained by the department from where the herbs are used in the department kitchens. Before the SYBSc students go for Industrial Training, a session is held with each batch by the Vice-Principal and faculty in order to instill in them the values and principles of professionalism and professional ethics. The soft skills workshops conducted every year (except in the pandemic year 2020-21) also help the students imbibe the values of professionalism and professional ethics. From time to time, guest lectures, field trips etc. are organized by the department on cross-cutting social issues.

In the Social Communications Media (SCM) department, as the very name of the course indicates, the aim is to train the students to be sensitive to social issues, including gender, human values, environment, sustainability, so that they become media personnel who have strong professional ethics and a deep commitment to social issues and values. Besides the inputs on these issues received in class, the practical work in the form of documentaries, broadcast features, broadcast journalism, radio spots etc. directly or indirectly are on cross-cutting social issues. Details of some of the student output of the period 2017-2022 that pertain specifically to issues relating to gender, human values, environment, sustainability etc. are in the document that has been uploaded (some of these are also on the link below). Each year the students of SCM bring out a magazine entitled *Marginalia*. As the very name of the magazine indicates, its focus is on those on social issues and persons on the margins of society. The magazine for the years 2017-18, 2018-19 and 2019-20 were published in print format. *Marginalia* of 2020-21 and 2021-22 were brought out in the form of a website. The web-links of *Marginalia* for 5 years are given below. With the special focus that our College and the SCM department give to the empowerment of women, the department has also started a publication series entitled **Lives of the Women**, of which three volumes were produced by SCM students during these five years.

The **Sophia Cooverji Hormusji Bhabha Programme in Ethics and Values** is a special programme for the entire college through which sessions are arranged three times a year in each class besides three interdisciplinary programmes for the whole College. Our library has a special collection of books on ethics and values under this programme.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 82.08

1.3.2.1 **Number of students undertaking project work/field work / internships**
Response: 142

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.33

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	57	59	59

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 41.67

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	2	3

2.1.2.2 **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	15	15

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 13.31

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The College is fully equipped with **excellent ICT tools and resources** which are used by the teachers and students for effective teaching-learning. The classrooms, the computer laboratory and AV room are equipped with LCD projectors and audio-visual fittings. There are adequate desktops, laptops and the software that are required for our programmes. **The library has a wide range of digital resources which students and staff can access 24x7 online from anywhere.** MS Teams, Google Classroom etc. were used not just during the pandemic period but even at other times as needed, including webinars. 'YouTube live' is also used for classroom learning.

Experiential learning and participative learning is inbuilt in our three programmes, because theory classes form only a part of the curriculum. A lot of the learning happens hands-on in the various laboratories of the two departments. Besides the regular practicals stipulated in the syllabi, the Hospitality Studies department encourages students to put up creative displays of food or beverage items and to organize a number of additional events. Extra workshops are also provided for the students. In the SCM department the experiential learning is more than evident in the large output produced by students each year in the form of broadcast features, documentaries, research projects, social awareness campaigns, radio spots, the class magazine entitled *Marginalia* based on extensive research, and the research based series on *The Lives of Women* etc. most of which are available online. For these experiential and participative activities, in both departments, **students work in groups or teams**.

Problem solving methodologies are integrated into the teaching-learning process. The activities listed above, besides demanding creativity from the students, also necessitate research work being done by them whether online or offline. In addition, the two departments enhance the problem solving capacities and initiative of students in other ways. In the Hospitality Studies department from time to time in the culinary, bakery and food and beverage service laboratories the students are presented by the faculty with a '**mystery basket'** of a wide variety of ingredients from which the students have to plan and create a menu or innovative mocktails or cocktails. Competitions that call on the students' creativity in culinary or bakery are also held at times. The SCM department gives the students assignments that force them to use their ingenuity, imagination and drive. For example, an assignment to identify a celebrity and to do an interview with him / her, and the assignment entitled 'plot a pot' whereby the students identified and plotted on a map all the public toilets available for women in Mumbai, which was uploaded online.

The **learning experience in both departments is also enhanced** by the number of guests from industry who are invited to conduct workshops / sessions or give talks as well as through field trips and industry visits.

In addition,Value Education sessions, Soft Skills workshops, Outreach Programmes, and the celebration or commemoration of days of National or Regional importance train the students to become morally and socially responsible citizens.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 97.14

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 30.88

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	5

File Description	Document
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The College follows a time-bound, efficient assessment method. The internal / external assessment schemes for our three programmes differ.

The BSc in Hospitality Studies programme is affiliated to the University of Mumbai and for it the College follows the system of assessment as specified by the University of Mumbai (2016-17 modified CBCS scheme – Choice Based Credit Scheme), namely the pattern of 25 marks for internal assessment and 75 for external assessment, except for the Semester VI paper in 'Event Planning and Management' for which the 100% marks are for the Event that is planned and executed by the students. Of the 25 marks for internal assessment, 20 marks are assigned to class tests and 5 marks for attendance and class participation. The time-table for the internal assessment tests are drawn up each Semester and are displayed on the notice-board and also sent to students on their Class WhatsApp groups. The external examinations from Semester I to IV are conducted by the College; those of Semesters V and VI by the University. The results of the external examinations conducted by the College are declared within one month. At the Open House / Day held for parents of the students of each class twice a year the performance of the individual student in the internal tests and external examinations and his/her overall performance is discussed with the parent and student and there is scope at these meetings for the

redressal of grievances if any.

For the Craftsmanship in Bakery and Patisserie programme, 40 marks are for internal 60 for external assessment. The results of both internal and external assessment are declared in a timely manner.

The Examination and Unfair Means Committees oversee that the internal assessment tests and the external examinations are conducted in an objective and fair manner. In case of any grievance, which practically never occurs, there is the Grievance Redressal Committee.

During the years 2020-2021 and 2021-2022 tests and examinations were held online in the MCQ format. Orientation sessions were organized online to familiarize students to this mode of assessment. Proctoring was put in place in order to ensure that no unfair means were used by students and that the tests and examinations were conducted smoothly, efficiently and transparently.

For the SCM programme, 60% are for internal and 40% external assessment. The internal assessment is continuous, namely each assignment and / or project is marked and the cumulative marks forms 60% marks per paper. The assessed assignment or project is returned to the student within a few days and there is total transparency because each student signs against each of his /her internal marks before these are submitted to Garware Institute. In case of any grievance, the student is free to approach the concerned teacher or Head of Department and the matter is dealt with. The external assessment is conducted by the University of Mumbai's Garware Institute. The results are declared within the stipulated period of 45 days.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Programme Outcomes (POs) and Course Outcomes (COs) are available for all three programmes run by our College and are displayed on the website.

The POs and COs of the BSc in Hospitality Studies programme were drawn up by the Ad hoc Board of Studies in Hospitality Studies of the University of Mumbai. Our Head of Department, Mrs. Dopati Banerjee, as Chairperson of this Ad hoc Board, played an important role in their formulation. The POs and COs of the Craftsmanship in Bakery and Patisserie programme and of the PG Diploma in Social Communications Media were drawn up at the Institute level by the faculty of the respective department. Given the fact that our three programmes are professional in nature, the POs emphasize that the knowledge and training given should enable the student, on completion of the programme, either to get a

job or become an entrepreuner.

Faculty members brief the students about the features of their programme of study and the various POs that are expected at the end of the programme. The faculty members teaching the various subjects not only explain to students the course outcomes, but keep the same in mind while teaching not only the theory papers but equally the practical subjects.

The students are appraised how the internal assessment tests, the practical and theory examinations will measure how far they have imbibed the knowledge and basic skills mentioned in the COs.

During the pandemic years, especially in 2020-2021 which was a year of total lockdown, faculty members made an all-out effort to achieve both the POs and COs: All theory classes were held online via MS Teams, Google Classroom etc. It was more challenging to teach the practical aspects of the three programmes. For BSc Hospitality Studies and Craft Bakery, the practicals were demonstrated by the teachers online and students were encouraged to try out at home what had been taught and to send videos or photographs of what they had done to their teachers. In the case of SCM, all the project work and assignments were completed. The student output was prolific and of high quality even though students were working from all parts of the country in the most trying circumstances – working in teams remotely, battling illness and loss of near and dear ones, producing broadcast features and films using their mobile phones and other simple tools.

The first half of 2021-2022 continued in the online mode; but in the second half the government permitted those students who were fully vaccinated to return to colleges if they were able to do so (although during the Omicron wave of the pandemic in early 2022 there was once again a lockdown for around a month). Both our departments not only encouraged students to return to the College, but they gave them additional practical inputs (in the case of HAFT, even additional events), while maintaining the rules of social distancing, in order that the POs and COs would be fully met.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The measuring of the level of attainment of the Programme Outcomes (POs) and Course Outcomes (COs) is by explicit as well as implicit means:

- Every faculty member of the Hospitality Studies Department (whether teaching BSc in

Hospitality Studies or Craft Bakery) maintains a weekly Plan Book in which the work planned for the week and whether that has been completed is recorded. The Plan Books are checked by the Head of Department each week, the Vice-Principal from time to time and the Principal at the end of the term. In the SCM Department, every teacher maintains a daily Log Book. The Head of Department checks these regularly and the Vice-Principal and Principal once a semester.

- In the Hospitality Studies Department, the internal assessments and external examinations and the feedback given to student and parent during the Open House help faculty, students and parents to evaluate the learning outcomes. Another opportunity for evaluating the learning outcomes is through the physical testing of the students' output in their culinary and bakery practicals by faculty and principal. In the SCM Department, the assessment of students is continuous and this forms a means of evaluating the course outcomes.

- The Exit Questionnaires administered to graduating students of all three programmes also is a form of evaluating the POs and COs. In the case of SCM, besides the Exit Questionnaires, student feedback is taken in the form of written 'reviews' by each student twice during the year.

- The feedback received from parents, alumni and industry from time to time, whether formally or informally, also is a means of evaluating POs and COs.

- The excellent placements of our students implicitly indicate the successful employability outcomes of the POs. In the case of the Hospitality Studies Department, placements are at some of the best hotels in the city such as Taj, Oberoi and J.W. Marriott. In the case of SCM, there are more placement offers for our graduating students than there are students!

- Besides coming to our College for placements, top industry personnel or personnel from leading institutes come annually to the College to conduct sessions or workshops and this again is an implicit positive evaluation of the success of the POs and COs, e.g.

- Every year, including the pandemic year, the Les Clefs d'Or organization of the Concierges of the top hotel groups have asked to conduct a session for students of our Hospitality Studies Department.

- Personnel from one of the top culinary institutes globally, 'Le Cordon Bleu', come regularly to hold career talks and to conduct a workshop for our students.

- Professionals from the University College of Birmingham, which runs a very good Hospitality Management Masters Programme, also either hold a talk or conduct a session every year, including during the pandemic years.

The fact that both Le Cordon Bleu and University College of Birmingham admit our graduating students without further testing implies the department's successful implementation of the POs and COs.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.82

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
56	55	56	51	51

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
56	55	56	52	56

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 1.35

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1.35	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Our College has an excellent ecosystem for promoting creativity, innovativeness and IKS.

Regarding Indian Knowledge Systems at the College level, our Crest and Motto is steeped in Indian tradition. In it are the **lotus** (the National Flower), **pearls** (India is famous for pearls) and the **banyan tree** (the National Tree). The motto within the crest, '***Urdhva Mula***', in devanagari, is from the ***Bhagavad Gita***. Moreover, the celebration of all national and state days of importance, e.g. 'Yoga Day', 'Shivaji Jayanti', is done by our library through the pictographic, print and digital media as well as by physical gatherings. The Student Council organizes Indian cultural programmes, 'Traditional Day', 'Dandia Raas' etc.

Both our departments give students exposure to IKS, HAFT department through the cuisines of India and the culture underlying the cuisines and SCM department through creating awareness of traditional

methods of cultivation, crafts and art. In the second year of the BSc in Hospitality Studies there is a paper on Bulk Indian cuisine in which students not only cook regional foods but also do research into regional cuisines and into cultural aspects underlying these. At the semester end practical examination, in groups they not only prepare a full menu on a regional cuisine but they also present it within its cultural setting. In addition, elaborate theme dinners or lunches are planned and executed by the TYBSc class on traditional cuisines of India based on extensive research. Those of the five-year period include a theme dinner on Kashmiri cuisine ('Khushmadeed'), one on the regional winter cuisines of the country ('Hemant Rasa') and another on the royal cuisines ('Shahi Pakwaan'). Workshops on traditional sweets and savoury preparations are also held at times. The students of the Craft Bakery course are introduced to various 'breads' of the country as well as sweet preparations.

During the annual study tours SCM students interact with NGOs and also with farmers, artisans, and artists. The annual field trip to Kamshet during the monsoons for rice transplantation exposes students to traditional farming methods.

Our library maintains a copyright handbook for stakeholders interested in IPR which is also available digitally (Link is given below).

We do not need to have a special Incubation Centre because the syllabi of our courses as well as additional activities conducted give ample scope to students to gain skills necessary for employability including self employment. In the BSc Hospitality Course subjects such as Accounts, Management and Event Planning, Marketing and Management are taught, besides advance computer skills. The Craft Bakery course also has subjects geared to employability and entrepreneurship. Additional workshops are held and also extra events, as well as 'stalls' at which students prepare items in bulk and sell them. For example, at the Annual Exhibition the Craft Bakery students put up a stall of bakery products for three days. The entire course of SCM trains the students in all areas of media. Through the specialization month they get in depth exposure to one.

The outcome is evident through our excellent placements.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 33

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	01	01	02

File Description	Document
Upload supporting document	[View Document](#)
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.13

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.31

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	2	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The College being a very small one does not have an NSS or NCC unit. However, it is very active in inculcating in students **human values and ethics** essential for their holistic development. For this it has a special programme entitled the Sophia Cooverji Hormusji Bhabha Programme in Values and Ethics which is for the whole Institute. The College is equally committed to **generating awareness on social issues of gender, environment and inclusivity** among its students as well **as concern and compassion towards the underprivileged and marginalized**.

The above is done in different ways. From time to time, for the whole College a talk or session is organized on a social issue. This is also done at the departmental levels. For example, the Hospitality Studies Department organized a session on 'Self Defense' and a webinar on 'Sexual Harassment at the Workplace'. During the pandemic period, 'Stress Management' workshops were also held. The SCM department each year organizes for its students a variety of talks and sessions on social issues as well as on Self Defense and Stress Management.

It is the practice in the College to organize certain Outreach or Extension Activities for the whole College. Therefore, every year, except during the pandemic period, a **Blood Donation Drive** is organized in the month of September in collaboration with the Indian Red Cross Society. In October or November, to coincide with Gandhi Jayanti or Diwali, if it is possible a '**Joy of Giving Week**' is held during which period students donate items useful for the poor and needy which are then given to an NGO working for the marginalized. **In December, each class takes one day off from their curricular activities for an outreach activity** with the underprivileged. The students share their experience of this outreach during the Christmas Wishing. During the pandemic years these activities could not be held

due to the situation. However, the College helped our alumna, Ms Durga Bhosle, to organize **two mega free Covid vaccinations drives** on Sophia Campus.

Staff and students of the Hospitality Studies Department from time to time share their expertise with students of S.P.J. Sadhana School for the Differently-abled by organizing workshops on bakery, housekeeping etc. for the students of this school who are in the Hospitality (vocational) section.

The SCM Department aims at training future media personnel with a strong social consciousness. Hence, social issues are not only discussed in the classroom but the **SCM student output each year focuses on a variety of social issues**, ranging from gender to environment and sustainability, child rights and the work done by certain NGOs. For some of these, the department partners with NGOs. This vast corpus of SCM student output is available online and hence it forms an open resource that can be used not only by the NGO concerned but by the public. Hence, the annual output of SCM students not only helps to create social awareness in the students themselves but it also has a wider social impact.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Maharashtra Pollution Board Cash Prize of Rs.50,000/- in 2017 for the Social Communications Media Department Documentary " Save the Sparrow"

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 26

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	7	7	8

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 5

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Our College has excellent infrastructure facilitating an enhanced teaching-learning experience for students.

Hospitality Studies Department

- The department has **four airy classrooms**, each equipped with a fixed LCD projector and audio-visual set-up, providing an ideal setting for interactive learning.
- There are **two training restaurants**, fully equipped with comprehensive bar facilities, offering student invaluable opportunities to gain hands-on experience.
- The **International Cuisine Kitchen** comprises 12 platforms, each featuring two burner gas ranges, and advanced equipment such as a Rational Oven, industry standard freezer and refrigerator. The **Bulk Kitchen** houses similar amenities.
- For Bakery and Confectionary, there is a separate, fully equipped **bakery practical lab** which includes the latest ovens, freezer, refrigerators, dough sheeter, etc. of industry standards, enabling students to excel in their baking skills.

I.T. Laboratory:

Our College's IT Lab is a cutting-edge facility designed to offer an optimal learning environment for our students. With 31 up-to-date desktop computers, a modern laptop, fixed LCD projector and lightning-fast internet connectivity at 100 Mbps, students have seamless access to online resources for research and study. The lab also provides inkjet and laser printers, as well as high-resolution scanners.

Social Communication Media (SCM) department:

The SCM department has a **state-of-the-art classroom** complete with a fixed LCD projector, fostering an interactive learning environment. Its **well-equipped studio** features 3 Mac computers, a smart board, 3 DSLR cameras, advanced microphones, headphones, and the latest audio-video recording equipment. Furthermore, Adobe Creative Cloud software enhances audio-video editing capabilities. The department also has a fully equipped **broadcast production lab**, ensuring comprehensive hands-on experience for students.

Library:

Our library uses the **Library Management System**. The **Web OPAC** service ensures easy online access to information. The library has 3 computers dedicated to data entry and administrative tasks, along with 1 computer for internet browsing specifically for students. Moreover, the library has 3 scanners and 1 printer for added convenience.

Common Facilities

Our institution provides other excellent facilities to ensure a wholesome learning environment:

- A spacious **Girls' Hostel** in which there is an area dedicated to internet browsing.
- An **Audio-Visual Room** and a **Conference Room**, equipped with LCD projectors.
- **Common Rooms** for girls and boys.
- Our commitment to nurturing students' well-being is further reinforced by our **Counselling Room**, ensuring personalized support for students' emotional needs.
- We have a small **Canteen**, serving wholesome and diverse meal options.

The **Administrative Office** and **Accounts Office** which are fully computerised ensure efficient administrative processes and student assistance.

We prioritize hygiene, sustainability and security, evidenced by separate **toilets for girls and boys** and **filtered drinking water facility on each floor.** Furthermore, our **locker facility** enhances security for students' belongings. To promote eco-friendliness there is are wet **garbage composters** and strategically positioned **solar panels** for generating electricity. The College has adequate **CCTV coverage** and the main gate is manned by **security guards 24x7**.

The **Shared Common Facilities** on our campus include the **Sophia Bhabha Auditorium,** the well-maintained **gardens**, the **Basketball Court**, the **Book Store**, and the well-equipped Girls' **Gymnasium**.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 3.15

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	0.0	0.30	3.03	9.87

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Our College Library takes great strides in rendering student-centric services and promoting their effective utilisation. To achieve this objective, the library continuously updates its services and collection, encompassing both print and digital resources. Here are the key aspects of the library's role as a dynamic learning resource:

1. **Library Automation:**

To streamline its operations and provide efficient services, the library utilises an Integrated Library Management System (ILMS). The ILMS software includes:

1. SLIM++: Automated since 2004, version 8.0.
2. Koha: Automated since 2015, version 20.11.06.000.

2. Subscription to E-Resources:

The library subscribes to essential e-resources:

1. NLIST (National Library and Information Services Infrastructure for Scholarly Content)
2. NDLI (National Digital Library of India)

3. Comprehensive Collection:

The library has a diverse collection of resources to support various academic disciplines. The ones specific to HAFT and SCM are as follows:

- Books: 4472 titles
- E-books: 300 digital books
- Magazines: 10 periodicals
- Journals: 05 academic journals
- CDs & DVDs: 29 multimedia resources
- Newspapers: 02 daily newspapers
- Maps & Globe: 25 maps and 1 globe for geographical references.

Students are free to access the entire library collections, which is approximately 15000.

4. Wide Range of Services:

The Library offers an array of services to facilitate effective learning:

1. Web OPAC: Open Web Online Public Access Catalogue available 24x7.

2. Research Database: Curated collection of books and research articles by Principal Dr. (Sr.) Anila Verghese.

3. Open Access: Unrestricted access to all library resources.

4. Open Educational Resources (OER): Subject-wise links to OER provided on the Web OPAC.

5. E-library: Access to electronic resources available through the library.

6. Audio Library: Specialized service for differently-abled individuals.

7. Institutional Repository: Collection of picture books made from newspaper clippings.

8. Database Link: Remote access to e-resources, including E-journals and subject-related websites.

9. Library Orientation: Conducting sessions to make members library literate and aware of available resources.

10. Digital Library Orientation: Guiding members on accessing digital resources and services.

11. Reprography: Scanning facility respecting copyright regulations.

12. Digitization: Efforts to digitize library resources for easier access.

13. QR Code Provision: Enabling quick access to books available online through QR codes.
14. Social Media Connectivity: Using platforms like Instagram, Facebook, YouTube, and email to disseminate information to library members.

- Extension Activities: Celebrating various events to promote cultural awareness among members.

1. Intellectual Property Rights: Maintaining a copyright handbook for stakeholders interested in IPR.

5. Library Usage Trends:

No.	YEAR	PHYSICAL (VISITS)	DIGITAL (PAGEVIEW)
1	2017-2018	5292	6929
2	2018-2019	7311	4981
3	2019-2020	5931	4987
4	2020-2021	LOCKDOWN	5806
5	2021-2022	1598	10986

With its continuous efforts to adapt to digital advancements and facilitate technology-aided learning, the College Library remains committed to bridging the gap between available knowledge and experiential learning. By providing students with valuable resources, services, and support, library empowers them to emerge as skilled and knowledgeable professionals in their respective fields.

The amount spent year-wise is in the uploaded document.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution invests in maintaining and upgrading its IT facilities. Regular maintenance is ensured by the Annual Maintenance Contracts for timely servicing of computers. Besides the anti-virus software that is updated annually, licenses for the Adobe software are also renewed each year. This proactive approach ensures that students and staff have access to excellent technology and equipment, enabling them to stay up-to-date with the rapidly evolving digital landscape. Whether it is in acquiring new computers, upgrading software and hardware, or implementing innovative solutions, the institution is proactive in providing updated IT facilities for its students and staff.

Internet connections:

The institution places a strong emphasis on providing sufficient bandwidth for internet connection. All the departments have broadband internet connection with **100 mbps** internet speed. It recognizes that a reliable and high-speed internet connection is crucial for various academic and administrative activities.

Whether students are conducting online research, accessing course materials, or participating in virtual classrooms, or faculty and staff are utilizing cloud-based applications, or other online resources, a robust internet connection is indispensable.

Library:

We offer our students an updated library, equipped with a comprehensive collection of resources. The library follows an open access system enabling its users to go directly to the library collection. Additionally, we provide the convenience of WebOPAC an acronym for Online Public Access Catalogue. This innovative system enables students to access the library's services and resources remotely via the internet. With WebOPAC students can conveniently browse, search, and retrieve information from our large library holdings 24x7 from anywhere, thus enhancing their academic pursuits and fostering a seamless learning experience.

Offices:

Both the department offices as well as the administrative and accounts offices are fully computerised. The accounts section uses Tally and TDS software which are updated regularly.

IT Laboratory for HAFT students:

There is an excellent computer lab tailored to cater to our students' needs. The lab is furnished with cutting-edge technology, encompassing up-to-date desktop systems, scanners, and printers, ensuring a seamless and productive learning environment. Uninterrupted internet access further empowers students in their pursuit of knowledge. Additionally, we maintain a repository of software, encompassing specialized tools like Fidelio for Property Management Systems (PMS), besides Adobe, to provide students with relevant and contemporary skill sets essential for their academic and professional growth.

SCM Department:

The SCM department has up-to-date equipment. The department office and studios are equipped with the following: Laptops, desktops and iMac computer, a smartboard, along with high-quality scanner and printer. We have high speed internet connectivity and WiFi facilities for staff and students. Moreover, we maintain various updated professional software, providing students with the necessary tools for video and sound editing, ensuring they acquire valuable skills to excel in the ever-evolving digital landscape. This exceptional facility fosters an environment conducive to creativity, innovation, and enhanced learning experiences. It is worth noting that while our facilities are comprehensive, students are encouraged to carry their personal laptops to college, promoting a personalized learning environment conducive to individual learning preferences and work practices.

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 17.3

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 10

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 5.4

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
5.94	6.83	2.92	2.25	6.91

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 20.87

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
43	21	32	38	43

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 32.43

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
57	54	55	53	56

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 37.41

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
38	06	00	29	28

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
56	56	56	51	51

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 7.1

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	0	2	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 2.6

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	01	04	04	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The College does not have a registered alumni association. However, the alumni of both the Hospitality Studies and SCM departments contribute significantly to the development of the institute in various ways.

.In the Hospitality Studies department alumni are invited frequently to conduct workshops, demonstrations, seminars etc. Some alumni give sponsorship in kind for events organized by the department. They are also invited as judges for competitions. The department has distinguished alumni in top positions at leading hotel groups and restaurants. It also has alumni who are owners of successful hospitality ventures. When our College students are placed in these organizations, either for industrial training or final job placements, the department requests the respective alumnus / alumna to mentor and guide the said student(s) and they willingly oblige; their support is invaluable for the department. Some of our alumni are on panels that come to our College for job placement interviews; their presence on the interviewing panels boosts the morale of our students facing the interview.

The SCM department has a thriving and active alumni group on email, WhatsApp etc. The students are

admitted to the same on completion of their exams. The group members support each other by constantly posting job opportunities from starting positions to senior level ones. They share resources, exchange ideas and views and are a strength in solidarity, when required. The alumni give help in a variety of ways. One significant contribution is the help alumni have given every year towards the fees of one financially needy and deserving student of SCM. The numbers who willingly come forward to make this contribution and the amount collected is significant.

Other forms of support and sponsorship come indirectly. The best and most recent example was the renovation of the studios of the SCM department by Shivani Saran, a close colleague and business partner of Seher Latif a very active alumni and who died suddenly in tragic circumstances. Knowing how close Seher's involvement had been with SCM, her business partner came forward immediately after Seher's death offering to do something concretely in her memory.

SCM alumni also help by sharing their expertise with current batches of students in different ways. One is by informal mentorship. From 2014-15 the department began an alumni mentoring programme. From time to time students who would like to have an alumni mentor approach the department and the faculty connects them with alumni mentors. This is particularly helpful during SCM Specializations when, besides a faculty mentor, some of the SCM students also have an alumni mentor. Further, SCM alumni return to the department as resource persons for the 'Orientation Week' that is held annually for the new students of the SCM department and / or to give talks, conduct sessions or workshops, and also as resource persons for the events of the department such as 'Media Mirror' and 'Media Brew'.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The governance of the College is reflective of an effective leadership in tune with its vision and mission.

Vision: "A just and prosperous society where women and men are considered equal and where, together, they live in peace, in mutual respect and in harmony with nature".

Mission: "Our mission is to empower women and men to bring about social transformation by providing them with a dynamic and caring environment for acquiring professional skills, through an education that is holistic, student-centered, value-based and creative in the pursuit of excellence."

In keeping with the above, the College has tried to gear itself for NEP to the extent possible at present because the State Government and University of Mumbai have to date only implemented NEP for autonomous colleges (from June 2023) and institutes. However, to prepare for NEP, the College decided that all the students of BSc in Hospitality Studies should be registered on the ABC portal as soon as the portal opened, to revise the syllabus of the PG Diploma programme of SCM to bring it line with NEP, and for the Hospitality Studies Department, particularly its Head who was the Chairperson of the Ad hoc Board of Studies, to study the requirements of NEP in order to see how the syllabus of this programme can fall in line with NEP. All this was a part of the short-term perspective plan of the Institute. Long-term perspective plan envisioned the possibilities of the College becoming inter-disciplinary / multi-disciplinary if and when this would be feasible.

In keeping with our Vision and Mission, during the past five years through the efforts of the IQAC, the CDC (the College Development Committee) and all the staff, on-going mentorship has been provided to our students; students from economically needy backgrounds have been given financial assistance; sustained efforts have been made to create a clean and green campus and to promote environmental sustainability by installing solar panels for generating electricity, a composter for composting wet waste etc. The Management and the College authorities ensure a caring environment not only for the students of the College but also for the staff. There are welfare schemes for all categories of staff. The caring attitude of the Management and the College authorities was more than evident during the pandemic period when staff salaries continued to be paid in full and on the first of each month even during the peak of the Covid Pandemic from end March to June 2020.

The teaching-learning processes are highly student-centric and the learning outcomes are evaluated through the student Exit level questionnaires which were introduced during the past five years. Improvements in infrastructure, e.g. the total renovation of the SCM studios and the purchase of latest equipment for the Hospitality Studies laboratories, as well as the additional workshops and events

planned and carried out have been in keeping with our quest for excellence.

There is effective decentralization and participative management both in academic and administrative matters. E-governance has been introduced at all levels.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Sophia Smt. Manorama Devi Somani College is managed and run by the Society for the Higher Education of Women in India. The Trustees and the Governing Body of the Society for the Higher Education of Women in India lay down the broad policy guidelines and they sanction the number of teaching and non-teaching posts for the College, the budget of the College and they check that the resources and funds of the College are utilised optimally. As far as admissions and the general administrative matters are concerned, the College follows the guidelines of the State Government and the University of Mumbai.

There are a number of bodies within the College. These include the IQAC, the College Development Committee (CDC) and various committees. The IQAC oversees that the Perspective Plans of the College are effectively deployed. The CDC oversees various matters of administration and finance (for the annual budget and the audited accounts are presented to it for scrutiny and suggestions) and it takes some broad decisions on administrative matters along with the Principal and Vice-Principal of the College. Committees, such as the Admissions and Examinations Committees, are very proactive in matters relating to admissions and examinations respectively. The Student Council plans and conducts the student related co-curricular activities.

The Management and the College authorities encourage the principles of decentralization and participation. Hence, besides the work done by the above-mentioned committees, each of the two departments, under its respective Head, plans and conducts the teaching-learning processes and other activities of the department.

The IQAC has seen to it that the Perspective Plan has been effectively deployed. Thus, of the first Perspective Plan, which was drawn up in November 2013, almost all that was planned has taken place. What could not take place were due to circumstances beyond the control of the College, e.g. the BFA programme could not be introduced because the proposal to start this programme by the College did not get the necessary sanction of the AICTE (for the AICTE norm that a building with a separate entrance

and dedicated 2 acres of land be set aside for this programme could not be complied with).   As far as the second Perspective Plan, drawn up in June 2022, is concerned, the following have been done successfully:

- The students of BSc in Hospitality Studies have been registered on the ABC portal.
- The revision of the syllabus of the PG Diploma programme of SCM to bring it in line with NEP has been completed and has been implemented with effect from July 2023.
- The Hospitality Studies Department, under the leadership of its Head, who was the Chairperson of the Ad hoc Board of Studies till September 2022, has done a study of the requirements in order to bring this programme in line with NEP.
- Some infrastructural improvements have taken place.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The performance appraisal of all the staff is annually done through confidential reports. In addition, for

the teaching staff there are Teacher Assessment Questionnaires (TAQs) filled in by students. However, in 2020-21 and 2021-22, due to the situation of online teaching and much disruption, TAQs were not administered.

There are a number of welfare schemes in place for teaching and non-teaching staff in our College:

- Salaries are paid on time, on the first of each month. This was done even during the peak of the Covid pandemic. The Contributory Provident fund scheme is in place. On retirement gratuity is given. Annual increments of salary and DA are given.
- All the staff members are provided with free tea twice a day.
- Teaching and Class III staff members have a fully equipped staff dining room with refrigerator and microwave.
- The teaching faculty and Class III staff members receive a small cash gift at Christmas time. The Class IV staff members receive a cash gift at Diwali time.
- Fellowship meals are organized: A lunch on Teachers' Day and a lunch prior to Christmas for the Teaching and Class III staff, and a lunch for Class IV staff before Diwali. After the inaugural of the Annual Exhibition, all the staff members are invited to a sumptuous brunch and all staff are invited for lunch at the end of the academic year.
- Leave and vacation benefits are the same for permanent staff and those on contractual appointment.

In addition for Class IV staff,

- Those who are facing some financial difficulty can apply for interest free loans / advances from their salaries and these are usually sanctioned.
- There is an Insurance Scheme, with the Management paying half of the monthly premium on the same for each one.
- Medical tests are conducted annually for all who work in the Hospitality Studies department and in the canteen.
- Two free sets of uniforms are provided once in two years.
- A few Class IV staff members, who faced difficulties in getting accommodation in Mumbai, have been provided with accommodation in the College campus.

The very benevolent policies of the Management and of the College authorities were clearly demonstrated during the Covid pandemic, when not only were no permanent or even temporary staff laid off as was done in many institutions, but there was no salary cut even though many non-teaching staff, especially Class IV staff, could do no work in / for the College for many months due to the lockdown. Still further, when it was possible for clerical staff to return to the College for essential work a few days during the week, in order to ensure their safety, the Management sent vehicles to fetch them from home and to drop them back and also provided them with free accommodation and meals in the campus on the days they came to work.

Career development avenues are as feasible in a small, permanently unaided college like ours.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 1.47

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 0

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Sophia Smt. Manorama Devi Somani College is a permanently unaided institution. Therefore, it is not eligible for grants from the Central or State governments, UGC etc. However, the College employs creative strategies for resource mobilization. It sends applications and appeals to Trusts and Foundations, to corporate houses and to private philanthropists. Thereby, substantial funds have been generated each year for various purposes.

Resources are mobilized for the following purposes:

1. **For scholarships and financial assistance to current students:** Funds collected for this purpose are disbursed during the current academic year.
2. **For building up a Student Aid Fund:** One of the points in the Perspective Plan drawn up in 2013 was to build up / augment the student aid fund. Since both our departments had existed well before the founding of Sophia Smt. Manorama Devi Somani College, there already existed a small fund which was held by our Managing Trust, Society for the Higher Education of Women in India, entitled the 'Sophia Polytechnic Student Aid Fund'. Each year, additions have been made to this Fund.
3. **For conducting the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Value:** Each year till 2020, a sum of Rs. 2 lakhs was received for this purpose. A part of this amount was utilized during the year and a part credited to the Sophia Cooverji Hormusji Bhabha Programme Fund held for the Institution by the Management.
4. **For sponsorship of specific events or activities**

1. **For infrastructural development:** Resources were mobilized during this five year period for the installation of solar panels, for the renovation of the SCM studios (both these were sponsorships in kind with the donor directly paying the contractor or supplier for the said infrastructural

development), and from the Mother House of the Society of the Sacred Heart (a substantial sum of Rs. 18,88,900/-) for the purchase of some equipment for the SCM department as well as for conducting workshops, sessions etc.

Donors usually want to get tax benefits for their donations. Hence, donations to the College are generally routed through our Trust because the 80G certificate we give donors is of the Trust.

Substantial resources have been mobilized during the five year period 2017-18 to 2021-2022, including the years of the Covid pandemic; these are as follows:

- 2017-2018: Rs. 20,13,420/-
- 2018-2019: Rs. 10,93,000/-
- 2019-2020: Rs. 15,28,279/-
- 2020-2021: Rs. 43,16,400/-
- 2021-2022: Rs. 34,30,009/-

Through the above resources mobilized, we have been able to give scholarships to many financially needy students, we have been able to conduct certain events and to improve our infrastructure, and we have also augmented our student aid fund and some other funds (for use in the future).

The disbursal of these funds is carefully monitored and all payments are done online or by cheques. The accounting is done meticulously by our College and Trust accounts staff, and checked and audited regularly by our Trust auditors of Chottalal H. Shah and Co.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) of Sophia Smt. Manorama Devi Somani College was set up in 2014. Since then, it has contributed significantly for institutionalizing quality enhancement strategies and processes, for further improving the teaching-learning processes, for infrastructural improvements and in suggesting ways in which to monitor the success of the learning outcomes.

The IQAC has met regularly twice a year since its inception, except during the two years of the pandemic, when due to the uncertainties of the situation, the meetings could be held only once a year. However, since ours is a very small College, besides the formal meetings, there are many informal meetings of IQAC members with the Principal and Vice-Principal in order to discuss and plan for quality enhancement.

Among the important contributions of the IQAC of our College during the five year period under review are the following:

- It introduced the system of monitoring student satisfaction as well as the success of the teaching-learning processes and learning outcomes by implementing the system of the 'Exit Level Questionnaires', that are administered online to the graduating students of both departments at the end of the academic year.
- It recommended the revision of the SCM syllabus twice.
- It recommended the expansion of the financial assistance for needy students and of the putting in place of a better system both for the selection of the students requiring financial assistance and of monitoring them.
- It proposed and implemented workshops for faculty.
- It recommended additional workshops, events etc. to be held in order to give students even more hands-on skills or training than are stipulated in the syllabi.
- It has selected the Theme of the Year for the whole College, which provides a focus for the activities of the year and for the value education sessions and inter-disciplinary programmes.
- It recommended various infrastructural improvements. The most significant of these was the entire renovation of the SCM studios and the purchase of state-of-the-art equipment.
- It recommended certain outreach activities.
- It endorsed the plan of the SCM department to bring out small research based books on *The Lives of Women*.
- During the period of the Covid Pandemic, the IQAC members suggested ways and means of ensuring that the teaching-learning process and examinations would go on smoothly despite all the difficulties. Among its important initiatives was of encouraging SYBSc students in 2021-22 voluntarily to do short-term internships in the hotel industry even if they had completed the 'Research Project' which had been put in place by the University during the pandemic period instead of the Industrial Training. The IQAC also recommended that once students returned to the College in 2021-22, they should be given additional practical inputs and additional workshops etc. in order that they regain the skill-sets that they had lost during online mode of teaching-learning.
- Very importantly, the IQAC has made various recommendations in view of NEP that have been adopted.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement**

initiatives identified and implemented
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

At the outset it must be mentioned that Sophia Smt. Manorama Devi Somani College is run and managed by the 'Society for the Higher Education of Women in India'. The Trustees and all the Governing Body members of this Trust are women. The very name of our parent Trust reveals the commitment of the management of all the institutions on Sophia Campus to the empowerment of women through education and its firm belief in gender equity. Although our College is a co-educational one, on the whole, on Sophia Campus, girl / women students form the majority. Therefore, even though our College has not carried out a gender audit, it is deeply committed to gender equity and gender sensitization. This is also highlighted in the 'Vision Statement' of the College: "A just and prosperous society where women and men are considered equal …."

Our College follows the policy of zero tolerance to gender discrimination or harassment. There are committees to ensure this, such as the 'Women's Cell' and the 'Grievance Redressal Committee'. However, because of our excellent mentorship systems, as well as the dealing of any small issues and problems in a timely manner, during the past five years there have been no 'grievances' or 'sexual harassment complaints' for these committees to address.

In the Hospitality Studies Department, students join both the programmes conducted by the department (namely, the BSc in Hospitality Studies and the Craftsmanship in Bakery and Patisserie) after Std. XII. Therefore, for many of the students it is the first time that they are in a co-educational environment in which male and female students have to work closely together in teams for practicals, events and other activities. Hence, the faculty members guide and counsel students on the appropriate behaviour that has to be followed at all times whether in class or outside class.

At the College and departmental levels, various talks, sessions and workshops are conducted on issues of gender equity and gender sensitization. The SCM Student output focuses on a variety of social issues, including those of gender equity and gender sensitization.

There are very good facilities for women in our College and campus, and the security of women students and staff are of prime concern. Hence, besides male security guards, we have female security guards at both the gates of the campus. There is a 24 x 7 security on our campus because even at night there are two security guards. There is extensive CCTV coverage in the campus and in our College to ensure the safety of all, particularly of women students.

Our College has adequate and clean toilet facilities for girls and women staff. There is a girls' common

room and an excellent girls' hostel; the hostel warden lives in the hostel. Girls and female staff can avail of a gym facility that is there on Sophia Campus which is staffed with female gym trainers.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Sophia Smt. Manorama Devi Somani College welcomes students from different regional, linguistic and religious communities as well as from all socio-economic backgrounds. While a few of our students come from the economically upper strata of society, the majority are from the middle and even from the economically lower strata; those from the latter group are helped with scholarships and at times even other forms of assistance so that they feel integrated with the rest of the student population. Our faculty and non-teaching staff is also heterogeneous as far as linguistic, regional and religious backgrounds are concerned. For us, heterogeneity is a value so that each one is taught not only to have tolerance of diversity, but also to see diversity as a value.

Through the 'Outreach Programmes' that all the students engage in, they are made sensitive to the marginalised. The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Values helps to foster values and the spirit of tolerance in students. The SCM students output in the form of broadcast features, broadcast journalism, documentaries, radio spots, social awareness campaigns and so on generates a lot of awareness on social issues and the importance of diversity, inclusivity and tolerance.

Through the College library, all days of national and regional importance are celebrated. Thereby, not only are the days of national importance, such as Independence Day and Republic Day highlighted, but also Maharashra Day (1st May), Yoga Day (21st June), 'V?chan Prerana Diwas' (15th October – the birth anniversary of Dr. A.P.J. Abdul Kalam), Rashtriya Ekta Diwas (31st October – birth anniversary of Sardar Vallabhai Patel; on this day staff and students take the pledge regarding 'National Unity') and many others. 'Samvidhan Diwas' (Constitution Day), celebrated on 26th November each year, is an occasion to sensitize students and staff on our constitutional rights, obligations and responsibilities. On this day, the preamble of the Indian Constitution is read aloud by the gathering in the library, while the displays of books and posters make all aware of the greatness of our Constitution. 'Rashtriya Bhasha Diwas' is celebrated each year on 14th September in order to highlight the importance of Hindi, our national language. Similarly, the richness of our regional / state language, namely Marathi, is celebrated each year on 'Marathi Bhasha Diwas' and Marthi Language Fortnight. 'Sharadotsav – 2020' – which was a fusion of Marathi Conservation Fortnight, World Hindi Day and World Mother Tongue Day – held on 7th January 2020, is an example of how our College values and celebrates linguistic and cultural diversity. It is worth noting that even during the Covid pandemic when all teaching-learning was in the online mode, these days of importance were celebrated in order to sensitize all on the richness of our culture and traditions as well as about our constitutional rights, duties and responsibilities.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice – 1

1. Title: **EXCELLENT INDUSTRY-INSTITUTE INTERFACE**

1. Objectives: The objective of this practice is to benefit the staff and students as well as the teaching-learning processes of both the Hospitality Studies and the SCM Departments. Through the interaction with the industry (Hospitality and Media) our faculty and students are kept well informed of the latest trends in the respective industry. Another important objective is to foster and facilitate industrial training, specialisations and job placements for our students.

1. Context: Our programmes are of a highly professional nature and aim at equipping the students with the skills and knowledge required for placement in industry on programme completion. Hence, for both departments, close interaction with the respective industry is a must. For such an industry-institute interface we are fortunate that our college is located in South Mumbai because Mumbai is a centre of both the media industry and the hospitality industry. We have built up our links with industry over the years; also many of our ex-students are well placed both in the media and in the hospitality industries. This makes this interface easier.

1. Practice: This industry-institute interface is an on-going one and it takes place at various levels and in different ways:

1. Personnel from the media industry regularly visit the SCM department and engage in lectures, either on a regular basis or for a special lecture or workshops and for events such as 'Media Mirror' or 'Media Brew'.
2. Personnel from the hospitality industry regularly visit the Hospitality Studies Department for various events such as the Theme Dinners and the Annual Exhibition Dinners as well as to conduct special workshops, lectures, demonstrations etc.
3. The help of personnel from industry is sought at the time of syllabi revisions.
4. Industrial training / one-month specialisations, in the case of the Hospitality Studies Department and the SCM Department respectively, can be arranged with the top establishments of the respective industries.
5. Job placements are facilitated. In the case of Hospitality Studies, the top hotel groups come to the campus for recruitment while in the case of SCM there are more requests for candidates for job placements than there are candidates to offer.
6. In the case of SCM, some of the big names from the media industry are on the advisory body of the department.

1. Evidence of Success: The number of personnel from industry who come to our Institute during the course of the year is a proof of the success of this practice. Besides this, both departments

are well-recognised by their respective industries. The best evidence of success is, of course, the excellent record of job placements that we have. In the case of Hospitality Studies, each year a substantial number of students are placed in the top hotels. Further, this excellent interface with industry enables us to provide Industrial Training for our second year students in five-star hotels. In the case of SCM, there are more job offers from industry than there are students.

1. Problems Encountered and Resources Required: Both our departments are fairly small in size and the number of staff members in each is limited. We do not have personnel within the departments who are exclusively available for the industry-institute interface. Faculty members engage in the industry-institute interface along with all their teaching and administrative commitments. There is no special PR Department in the College to facilitate such an interface, nor do we have the financial resources to set up such a unit.

Best Practice – 2

Title of the Practice: **EXCELLENT MENTORSHIP**

Objectives: Mentorship is provided in order to enable students to navigate as smoothly as possible through the challenges they face while going through our professional programmes.

Context: Our programmes are both highly professional as well as demanding. Students need help for smooth transition from their Std. XII or undergraduate studies in Arts, Science or Commerce to the demands of a professional programme. Further, some students have financial, academic or emotional difficulties and need help.

Practice: Both our departments are very student-centric and the student is at the heart of all that takes place. Each student is known by name by the faculty. They are mentored closely. Those with problems and difficulties, whether related to studies, health, personal issues or financial issues, are given help as far as possible.

In the BSc Hospitality Studies programme, each student has a faculty mentor, who meets the student personally. The mentor teachers maintain records of students, especially those who have special needs or problems. Besides that, each class has a class teacher. In addition, during their industrial training / Research Project each student has a faculty mentor. The mentor teachers and class teachers monitor the attendance of the students, academic scores, overall behaviour and discipline. In case of any discrepancy in any of the above the student is made aware of this and the parent / guardian is informed if the need arises. At the Open Day, held for each class generally twice a year, parents interact with faculty.

The students of the Craftsmanship in Bakery and Patisserie programme have a class-teacher and a mentor teacher who follow up each student closely.

The SCM department also has a strong mentorship system. During their specialisations each student has a faculty mentor. Since SCM students get into diverse fields, the department connects them if required with a senior alumni member from that field via email or WhatsApp for help and guidance.

From time to time, the Vice-Principal and Principal interact with students, both formally and informally. There is also a professional counsellor available for students, as well as the Dean of Students who the students can approach for any help.

Evidence of Success: This mentoring at all levels enables the College to identify those students in need of financial aid, extra academic support or professional counselling. Therefore, the drop-out rate is very low; also issues or problems that may arise are handled smoothly before they become 'grievances'.

Problems Encountered / Resources Required: NIL

File Description	Document	
Best practices as hosted on the Institutional website	[View Document](#)	

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The one area distinctive to our College is the **Sophia Cooverji Hormusji Bhabha Programme in Ethics and Values**. This programme is in keeping with priority and thrust of the College as highlighted in our 'Mission Statement':

"Our mission is to empower women and men

to bring about social transformation

by providing them with a dynamic and caring environment

for acquiring professional skills, through an education

that is holistic, student-centered, value-based and creative

in the pursuit of excellence"

This programme was started in the academic year 2004-2005 and since then it has been conducted successfully each year except during the two years of the pandemic, when due to the faculty and students not being on campus for the whole of one year and a large part of the second year, the programme could not be carried out. However, this programme was resumed in 2022-2023.

Goal of this Programme: Our courses are highly professional in nature. Hence the need was felt of having a programme that would help the students to stop and think on wider, socially relevant issues and particularly on aspects related to values and ethics. This is integral to our goal of providing a holistic, value based training to our students, besides equipping them with all the professional skills and knowledge relevant to their respective fields.

The Context of this Programme: Education today is often compartmentalized and confined within the boundaries of specific disciplines and syllabi. Students can live in ivory towers, far removed from the social reality. This is all the more true in the case of highly professional courses such as those we run in our Institute. More importantly, in a developing country like ours, the need to provide ethics and values to the youth, who will be the citizens of tomorrow and who are the future of our nation, is of vital importance.

The Practice: The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Values is a unique programme of our institute. Cooverji Hormusji Bhabha was a good friend and benefactor of our campus. Hence, this programme is named after him. The programme is funded by a Charitable Trust connected with the Bhabha family, namely the Bai Alamai and Seth Ardershir Talati & Seth Sarosh B. Mody Charity Trust which has given Rs. 2 lakhs per year for this programme (till 2020). This amount is spent on the expenses related to this programme.

Under this programme, a 'Theme' is chosen for each academic year for the whole institute. The Annual Themes are always chosen keeping in mind the vision, mission, goals and objectives of the institute. The theme for the year is displayed in a special display board at the entrance to the institute. The following are the Annual Themes for each of the first three of this five year period is as follows:

1. 2017-2018: **'Quality Education with Care and Compassion'**
2. 2018-2019: **'Education as a Process of Humanization'**
3. 2019-2020: '**A Journey of Empowerment through Holistic, Quality Education'**

Under this programme, the following activities are held each year:

1. Three workshops or sessions for each class

1. Three interdisciplinary programmes for all the students of the Institute, which are held in Sophia Bhabha Hall

1. Three competitions for students which are judged; the first, second and third prizes are given for the best entries for each competition (these prizes are awarded at the annual Prize Day Ceremony). The competitions are as follows:
2. An Art Work based on the theme of the year
3. An Essay on the Theme of the Year
4. A Book Review from a value-based book from the Sophia Cooverji Bhabha cupboard in the library

1. Outreach Programmes, of which three are usually held each year:
   - A Blood Donation Drive
   - The 'Joy of Giving Week' during October-November (to coincide with the festivals of Dassera and Diwali)
   - The 'Christmas Outreach' in the month of December (coinciding with Christmas and New Year)

1. In addition, counseling facilities for individual counselling (for personal, psychological, study related or career related issues) are also offered.

Each student who successfully completes the programme is awarded a certificate on his / her graduation from the Institute.

The annual theme has been a motivating factor for staff and students. The students enjoy and participate actively in the class sessions that are held under this programme. They avail of the counseling facilities that are offered under this programme. All the students and staff members attend the three interdisciplinary sessions organized during the year and the feedback received of these have been positive. Mrs. Scylla Vatcha, the Trustee of the sponsoring Trust, faithfully attended these interdisciplinary sessions and she has expressed her great satisfaction about the sessions. She also reads the reports of the programme sent each year with much interest till her demise at the ripe old age of 96 in mid-March 2020.

Since 2014-2015, the College has entrusted the main task of arranging for the class workshops or sessions, the inter-disciplinary sessions for the whole College and the providing of a trained counselor to an organization named 'Energia Wellbeing'. Each year an agreement is signed by the College with 'Energia Well-being'.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

ADDITIONAL INFORMATION

Although the Sophia Smt. Manorama Devi Somani College was only started in June 2009, it must be mentioned that the programmes conducted by HAFT as well as SCM have a long history going back to 1972. Originally, the HAFT (Hotel Administration and Food Technology) course was a two-year diploma programmes run by Sophia Polytechnic. It was one of the first programme of its kind in the city. From the very beginning, the HAFT programme was a co-educational one. This two-year diploma programme was converted into a three-year degree programme that is now affiliated to the University of Mumbai.

Currently under the University of Mumbai system via the MoU with the Garware Institute of Career Education and Development, the SCM programme was earlier affiliated to the Directorate of Technical Education (Government of Maharashtra). The programme was delinked from the Directorate of Technical Education in 2012 and it ran as an Institute programme for two years (2012-2014). Till 2013, the post-graduate programme in Social Communications Media (SCM) was only for women. Since 2013 it has become a co-educational programme. There are some unique features of this programme, firstly, it focuses on social / community-oriented issues and it aims at training future media personnel who have a strong social awareness and a concern and commitment regarding social issues. Secondly, it covers all the areas of media (print journalism, T.V, film, photography, advertising, media ethics and law, corporate communication, communications research, broadcast journalism etc.) unlike most post-graduate media programmes in the country that focus on one or other aspect.

During the two years of the Covid pandemic, despite all the challenges, the full academic programmes were conducted by the departments of the College.

Concluding Remarks :

CONCLUSION

Both the departments of Sophia Smt Manorama Devi Somani College strive to provide quality, student centered, highly professional education to our students so that they can successfully enter careers after graduation.

HAFT is a well-known brand name in industry. The ex-students of HAFT occupy top managerial / culinary positions in various hotels and other fields of the hospitality industry. The faculty members of HAFT have excellent rapport with the hospitality industry and we draw on personnel from industry for guest lectures and as resource persons for the conducting of workshops and demonstrations. The department also has a very good record of placements.

SCMSophia is also a well-recognized brand name in the media industry. Alumni of SCMSophia are also well-placed in the media industry and have made their mark in various media. The SCM department invites professionals from the field of media to engage with the students not just for a one-off guest lecture or workshop, but as visiting or guest faculty. The list of the guest faculty of the department, who come on a

regular basis for lectures or practical sessions, is impressive for it includes well-known professionals such as Magsayay Award winner P. Sainath, Sahitya Akademi winner Jerry Pinto etc. In addition, workshops and one-off sessions are held right through the academic year by media professionals.

However, it must be acknowledged that the period covered in this SSR, namely 2017-2018 to 2021-2022, was an extremely challenging one due to the Covid-19 pandemic and the resultant lockdowns, disruptions as well as the traumas that many experienced due to illness and loss. The third year covered in this SSR, namely 2019-2020 began very well and many additional programmes were planned and most of them were carried out. However, in the tail end of the year, in mid-March 2020 we had to close down due to the pandemic. 2020-2021 was a year of complete lockdown with only the online mode of teaching-learning and evaluation being possible. In 2021-2022 the lockdown continued for much of the year. Under these challenging circumstances, although our departments responded creatively, they could not function to their normal optimum.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :11 Remark : As per clarification received from HEI, DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>111</td><td>0</td><td>114</td><td>87</td><td>109</td></tr></table> Remark : As per clarification received from HEI, DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 141 Answer after DVV Verification: 142 Remark : As per clarification received from HEI, DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

| 88 | 110 | 100 | 117 | 121 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	57	59	59

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
124	124	130	130	130

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

Remark : As per clarification received from HEI, DVV input is recommended.

| 2.6.3 | **Pass percentage of Students during last five years (excluding backlog students)** |

2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
70	85	76	77	81

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	55	56	51	51

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	90	79	77	87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	55	56	52	56

Remark : As per clarification received from HEI, DVV input is recommended.

3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*
	3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5.31	4.45	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1.35	0

Remark : As per clarification received from HEI, DVV input is recommended.

3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*
	3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	10	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	11	01	01	02

Remark : As per clarification received from HEI, DVV input is recommended.

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

Remark : As per clarification received from HEI, and Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	2	1

Remark : As per clarification received from HEI, DVV input is recommended.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	8	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	7	7	8

Remark : As per clarification received from HEI, DVV input is recommended.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary**

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	17	18	29	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	0.0	0.30	3.03	9.87

Remark : As per clarification received from HEI, DVV input is recommended.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 35 Answer after DVV Verification: 10 Remark : As per clarification received from HEI, DVV input is recommended.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	12	15	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.94	6.83	2.92	2.25	6.91

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
187	187	86	126	132

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	54	55	53	56

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per clarification received from HEI, DVV input is recommended.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	22	78	82

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	06	00	29	28

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	105	98	109	118

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	56	56	51	51

Remark : As per clarification received from HEI, DVV input is recommended.

5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years*

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	2	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	0	2	3

Remark : As per clarification received from HEI, DVV input is recommended.

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	215	223	229

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	01	04	04	04

Remark : As per clarification received from HEI, and number of the events conducted academic year wise to be considered, thus DVV input is recommended.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	7	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
201	221	215	223	229

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
173	171	171	166	167

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 14 Answer after DVV Verification : 16
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	41	101	114	123

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
107.46	68.95	101.23	96.22	86.06