

**SELF STUDY REPORT FOR ACCREDITATION
SOPHIA SMT. MANORAMA DEVI SOMANI
COLLEGE**

**Sophia Campus
Bhulabhai Desai Road
Mumbai 400 026**

**(The College is run by the Society for the Higher Education of
Women in India;**

The college is affiliated to the University of Mumbai)

TRACK ID NO.

MHCOGN22839

<u>TABLE OF CONTENTS</u>	Page No.
NAAC STEERING COMMITTEE	002
PREFACE	002
EXECUTIVE SUMMARY	006
A. PROFILE OF THE INSTITUTION	012
B. CRITERION-WISE ANALYTICAL REPORT	
Criterion I: Curricular Aspects	023
Criterion II: Teaching – Learning And Evaluation	043
Criterion III: Research, Consultancy and Extension	078
Criterion IV: Infrastructure and Learning Resources	110
Criterion V: Student Support and Progression	144
Criterion VI: Governance, Leadership & Management	167
Criterion VII: Innovations and Best Practices	184
C. INPUTS FROM THE DEPARTMENTS	
1. HAFT Department	191
2. SCM Department	204
Declaration by the Head of the Institution	213
Annexures:	
Annexure – I: Approval of Courses of Affiliating University	
A. of BSc Hospitality Studies	214
B. MoU with the Garware Institute–re. SCM	218
Annexure – II: Minority Certificate of the Trust	223
Annexure – III: Master Plan of the Campus	225
Annexure – IV: Perspective Plan – 2013-2018	226
Annexure – V: Distinguished Ex-students	
A. HAFT Department	229
B. SCM Department	232
Annexure – VI: List of Documentaries, videos and broadcast features prepared by the SCM students	236
Annexure – VII: Research of Dr. (Sr.) Anila Verghese	245

NAAC STEERING COMMITTEE

Principal	:	Dr. (Sr.) Anila Verghese
Steering Committee Coordinator	:	Dr. Vidita Rakshit
Members	:	Ms Dopati Banerjee Dr. Sunitha Chitrapu Mr. Aspi Daruwalla Ms Nirmita Gupta

PREFACE

Sophia Smt. Manorama Devi Somani College is situated on Sophia Campus in South Mumbai, which houses a number of educational institutions, all of which are run by the Society for the Higher Education of Women in India (SHEWI). This educational trust was established by the Society of the Sacred Heart of Jesus, an international congregation of religious sisters dedicated to Education. The word 'SOPHIA' means 'Wisdom'. Besides this, Sophia is also derived from the name of the foundress of the Society of the Sacred Heart, Madeleine Sophie, a French woman who lived in the late-eighteenth and nineteenth centuries and who pioneered a network of educational institutions with a focus on the education of girls. 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 it is a co-educational institution, the education of women and empowering them with professional skills is of special importance to us.

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 in 1970, most technical / professional courses were diploma courses and, therefore, Sophia Polytechnic conducted only diploma courses. More recently, there has been a growing demand for technical / professional courses that are degree courses. In 2007, 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 this was the origin of **Sophia Smt. Manorama Devi Somani College**.

In 2009, the degree programme in BSc Hospitality Studies was started at Sophia Smt. Manorama Devi Somani College. Very recently, the one-year media course that has been run in Sophia Polytechnic, namely the post-

graduate diploma course in Social Communications Media (SCM), has also been brought under this college, via the MoU signed between our Institute and the University of Mumbai's autonomous Garware Institute of Career in Education and Development. At present, there are two departments in Sophia Smt. Manorama Devi Somani College: SophiaHAFT (HAFT – Hotel Administration and Food Technology – Department) and SCMSophia. The latter conducts the one-year post-graduate diploma course in Social Communications Media (SCM).

The HAFT Department has the following courses:

- a) **UG: B.Sc. in Hospitality Studies** (Three year comprehensive degree course affiliated to the University of Mumbai)
- b) **One year full-time Certificate Course:** Craftsmanship in Bakery and Patisserie (institute course)
- c) **Short-term, part-time courses:** Dynamics in Bakery and Patisserie (part time institute course in three parts/ modules - a) Basic b) Intermediate c) Advanced (a person can choose to do just one of these modules or can do two or all three)

Although the Sophia Smt. Manorama Devi Somani College was only started in June 2009, it must be mentioned that both the courses conducted by HAFT as well as SCM have a long history going back to the early 1970s. Originally, the HAFT course was a two-year diploma course run by Sophia Polytechnic. It was one of the first courses of its kind in the city. From the very beginning, the HAFT course was a co-educational one. This two-year diploma course was converted into a three-year degree course that is now affiliated to the University of Mumbai. Besides conducting the two-year diploma course in Hotel Management, the HAFT department also ran a full-time Bakery and Confectionery course and short-term bakery courses etc. before the setting up of the Sophia Smt. Manorama Devi Somani College. The ex-students of HAFT are to be found in top managerial positions in various hotels and other fields of the hospitality industry. The names of some of the distinguished ex-students of the department are listed in Annexure V (A). SophiaHAFT enjoys a very high reputation in the Hospitality Industry. Many of our faculty members themselves are alumni of the department and have been on the faculty of the department well before it became a part of the Sophia Smt. Manorama Devi Somani College. 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 of its graduating students.

Currently under the University of Mumbai system via the Garware Institute of Career in Education and Development, the SCM course (which has also been running since the early 1970s) was earlier affiliated to the Directorate of Technical Education (Government of Maharashtra). The course was delinked from the Directorate of Technical Education in 2012 and it ran as an Institute course for two years (2012-2014). Till 2013, the post-graduate course in Social Communications Media (SCM) was only for women. Since 2013 it has become a co-educational course, but to date the majority of the students are

women. Alumnae of SCMSophia are also well-placed in the media industry. Some have made a mark in this field (see Annexure V (B)). There are some unique features of this course: 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 courses that focus on one or other aspect. Thirdly, it 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 visiting and guest faculty of the department is impressive for it includes well-known professionals such as P. Sainath, Jerry Pinto, Smruti Koppikar etc. The department is able to draw on the very best from the field of media because of our location, namely in Mumbai and more particularly in South Mumbai (which is a major hub of the media industry). Ramachandra Guha, a historian of note and a former faculty member at the University of California, Berkeley, Yale University, Stanford University, Oslo University, and the Indian Institute of Science, has commended the SCM model of media studies which draws on media personnel in an article, titled 'Pluralism in the Indian University', published in the *Economic and Political Weekly* on February 17, 2007, on page 570. Though it is a small department, the SCM course has been rated highly; for example, in the *Outlook* rating of professional courses in 2014 it was ranked no. 7 among post-graduate media courses.

The **curriculum is executed with creativity**. Where the syllabus is prescribed by the affiliating university we try to fill in the gaps in the syllabus and to go beyond it with additional workshops and events. But for most of our courses, we are able to design our own curriculum and revise the curriculum with inputs from industry.

Our committed faculty ensure that all the **teaching-learning processes** at Sophia Smt. Manorama Devi Somani College are **student-centred**. We aim at giving the students the very best of **professional skills** to equip them for the industry, at the same time we give importance to the **holistic, all-round growth** of the student and have thus additional activities especially through the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality.

In the HAFT courses, we **encourage students to be creative and to experiment** in creating new recipes or new ways of food presentation. We also motivate them to do practical research by having theme-based lunches, a Theme Dinner and a grand Annual Exhibition Dinner. The SCM course engages the students in **hands-on research** in the media field because most of the teaching-learning takes place through practical projects for which research is necessary.

Although our college is a small one, we have **excellent infrastructure**, with up-to-date equipment as is necessary for conducting courses of a professional nature.

The close follow-up and **mentoring of our students** is a special feature of our college and there is very close interaction between faculty and students. Those from socio-economically deprived backgrounds are given special assistance and even financial aid if needed. Both SophiaHAFT and SCMSophia have an excellent record of job placements.

Innovation has always been a hall-mark of our Institution. Our **Management believes in quality education with a human face**. The Management gives all the support we need and it motivates us to strive always for improvement and to give the very best to our students. For example, Sophia College for Women for Arts and Science, the oldest and first institution of Sophia Campus was accredited by NAAC in 2003 with an 'A' grade with 88%; it was re-accredited in 2009 again with 'A' grade and a CGPA of 3.61; very recently it went in for the third cycle of accreditation and has again received not only an 'A' grade but also a very high CGPA of 3.70.

Although as a college, Sophia Smt. Manorama Devi Somani College is a comparatively young and small college, we provide quality education, combining the imparting of professional skills with a value-based all-round education.

EXECUTIVE SUMMARY

A summary of the **criterion-wise** analysis of the college is given below:

I. Curricular Aspects:

The 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 courses geared to employability of those who join our institute.

The only one of our courses for which the syllabus is determined by the University is the BSc in Hospitality Studies. For this course, we try to fill in the gaps in the prescribed syllabus and to go beyond the same by holding additional workshops and practical sessions and also by organising various 'events' right through the year through which our students get a hands-on exposure to various aspects related to the Hospitality Industry. The syllabi of both the Certificate Course in Craftsmanship in Bakery and Patisserie as well the short-term course of Dynamics of Bakery and Patisserie (in three modules) are designed by us and were revised as recently as April 2015 with inputs from personnel from industry.

The syllabus of the Post-graduate Diploma Course in Social Communications Media is designed by the faculty of the college in consultation with experts from industry. The last revision was in 2014.

While implementing the syllabi of the full-time courses, we aim at providing professional skills while at the same time trying to provide the students with a holistic, value-based education. The Sophia Cooverji Hormusji Programme in Ethics and Spirituality was especially designed keeping in mind the need to provide scope for reflection on ethics and values to our students.

II. Teaching-Learning and Evaluation:

At Sophia Smt. Manorama Devi Somani College we believe strongly in a student-centric teaching-learning and evaluation process. The teaching-learning is done in a very hands-on manner, with the students doing a variety of practicals and events in the HAFT Programmes. The entire SCM course is one in which the focus is on student project work in groups. Feedback from students is done through TAQs and through informal discussions with students by the class teachers and teacher mentors in the case of SophiaHAFT. In SCMSophia, feedback is taken from students four times during the academic year. The students of both the BSc in Hospitality Studies as well as the Certificate Course in Craftsmanship in Bakery and Patisserie go through Industrial Training / Internship as a necessary component of the respective course. Each SCM student does a 'specialisation' of one month in a media field of the student's choice.

One of the great strengths of the teaching-learning process in our college is our strong linkages with the industry (the Hospitality Industry and the Media Industry). In HAFT, personnel from the industry visit not only to give additional lectures and workshops, but also for placement interviews on campus as well as

to participate in the two main events organised during the year (the Theme Dinner and the Annual Exhibition Dinner) at which our students showcase their work. In SCMSophia, a lot of the lectures and practicals are conducted by visiting and guest faculty drawn from the media industry and these include some very distinguished persons such as P. Sainath, Magsaysay award winner.

III. Research, Consultancy and Extension:

The Principal of the College, Dr. (Sr.) Anila Verghese, is a well-known historian and researcher in the field of Vijayanagara and post-Vijayanagara periods of South Indian History and she has extensive publications to her credit. Dr. Sunitha Chitrapu, Head of the SCM Department, is also a researcher and has published many research papers. A couple of other faculty members have also published some of their work.

As far as student research is concerned, it must be kept in mind that ours are all professional courses geared to job placement. Hence, research that the students of our full-time courses engage in is of a practical, hands-on nature; but, in the case of SCM it also includes the more conventional type of research that would be done by students of arts, science and commerce colleges. In SCM, there is a full paper on 'Communications Research' and the students are taught the basics of research in the media field and do research projects in groups, the findings of which are highlighted through posters and conference papers. Since 2013-14, the SCM department has also been involving its students in a research project on "Lives of Women" and Vol. 1 of the same has been published. Furthermore, for all practical projects of making documentary films, broadcast features etc. the SCM students have to do background research for each of these projects all of which are a social or community oriented theme.

The students of BSc in Hospitality Studies and of the full-time Certificate Course in Craftsmanship in Bakery and Patisserie are encouraged to experiment with new recipes and ways of presenting food items; for example, they are presented with a 'mystery basket' at certain practicals; out of the ingredients in the mystery basket each student has to prepare an innovative recipe which has to be executed and presented. Moreover, for the special lunch menus as well as for the Theme Dinner and the Annual Exhibition Dinner, each of which have a particular cultural focus, the students are required to do extensive research whether in the library, through the internet or by contacting persons with knowledge of that particular culture and cuisine, in order to select and try out menus and to plan the lay-out and décor.

As far as consultancy is concerned, Dr. Anila Verghese is invited to give lectures and to present papers at seminars and conferences; her work is cited and she is often consulted by other scholars working in the same area. Dr. Sunitha Chitrapu is also invited to present papers and is a consultant at times to other media institutes. Mrs. Dopati Banerjee is a member of the Ad hoc Board of Studies of the University in Hospitality Studies and has been appointed by the University on Local Inquiry Committees. It must also be mentioned that the faculty members of the HAFT Department are paper setters / moderators /

examiners at University examinations and one of them is also the Chairman of the examination committee in one subject.

All the students of the Institute engage in the following two extension activities: the Joy of Giving Week and the Christmas Outreach. The entire SCM course is geared to making the students aware of the wider social reality and their projects usually have a community / social orientation. The Institute is also one of those that are recognised by the Government of India as a nodal centre for the scheme of 'Community Development through Polytechnics' and it has five sub-centres under it where skills-training is imparted to the underprivileged.

IV. Infrastructure and Learning Resources:

Our college has excellent infrastructure. It is located in Sophia Campus, which is a heritage campus in South Mumbai of 4.586 acres (large by Mumbai standards). The campus has spacious gardens and a beautiful, gracious ambience.

The college has excellent infrastructure: an air-conditioned library, a computer centre, an AV room, a conference room, a canteen for students, a canteen for staff, and a girls' hostel are shared facilities. Both SophiaHAFT and SCMSophia have state-of-the-art infrastructure in the way of very well-equipped laboratories and facilities where practicals are conducted. The classrooms are clean and airy with facilities for ICT-enabled teaching-learning. The teachers and students have access to computers and internet facility.

On the campus there is a basketball court and a women's gym. A spacious, centrally air-conditioned 800-plus seater auditorium is also available on campus and it is utilised for all major college functions.

The Management and the Principal take great care in maintaining the infrastructure and are constantly engaged in upgrading and improving facilities.

Besides the first aid facilities that are available in the college, in case of any medical emergency we have four major hospitals in close proximity to the campus.

V. Student Support and Progression:

Ours is a very student-centric institution. Each student is known by name to the teachers. We have a full-time Dean of students and a College Warden to cater to the needs of students and to arrange extra-curricular and other activities. Counselling facility is also available.

Students from financially needy backgrounds are given financial assistance by the Management / College. In addition, they are even helped to apply for student loans, if they wish to do so. The Institute also applies to various charitable trusts and / or its ex-students in order to get financial assistance for needy students.

In SophiaHAFT, there is the system of class teacher as well as teacher mentor. Each student is accompanied right through his / her tenure in the college by a teacher mentor. The progress of students in their studies is closely monitored. Those at risk of drop-out or failure are given the necessary help. In SCMSophia, the student number is small and each student is given personal guidance and attention.

Both departments have excellent networks with their ex-students. In the case of SCM, each of the students is even assigned an alumnae mentor.

Our excellent linkage with industry is of great help when it comes to job placements for students. For the BSc in Hospitality Studies, there is a very well regulated system of job placements and a faculty member functions as the placement officer. In SCMSophia, students are helped with placements via the many requests for prospective employees that the department receives from the media industry and with the help of the alumnae network.

Although a few of our students go on for further studies, the majority seek employment either in the industry or they go on for self-employment in family enterprises or in their own 'start-up' initiatives.

VI. Governance, Leadership and Management:

The Management of the college is the Society for Higher Education of Women in India (SHEWI). The Management, with the Principal and Vice-principal provide a governance and leadership that reflects the vision, the mission, goals and objectives of the college. The Management helps in improving infrastructure including the purchase of up-to-date equipment, in providing assistance to needy students, and in meeting budgetary deficits if necessary. Efforts are made towards achieving a more collegial approach to governance and decision-making. The staff members participate in governance through the various committees. The students are represented on the CUC (College Union Committee (CUC), which along with the Dean of Students organises various activities for the students. An IQAC and a Local Managing Committee (LMC) were set up in 2014 for looking into matters related to quality enhancement and administration respectively. Most important of all, while always considering the good of the whole institution, the Management and Principal strive to foster the welfare of each individual student and staff member.

VII. Innovations and Best Practices:

The uniqueness of our college lies in its student-centred, personalised approach to education of a professional nature which combines the giving of professional skills with a holistic, value-based approach. While there are many good and healthy practices in our institute, the two that stand out the most are our strong industry-institute interface and the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality. Over the past very many years, both SophiaHAFT and SCMSophia have built up excellent rapport with their respective industries; this helps the departments both in getting guest faculty from industry and with placements for their students. Under the Sophia

Cooverji Hormusji Bhabha Programme in Ethics and Spirituality, funded by a charitable trust, the Institute chooses a socially relevant theme for each academic year and then conducts a variety of activities to engage the students in a wider reflection on value-based issues that extend beyond their syllabus.

SWOC Analysis: In analysing the college, certain **STRENGTHS** leap to the eye. These include:

- Clearly defined vision, mission, goals and objectives which are in keeping with the values of our Management as well as the reality of our courses which are all of a professional nature
- the focus on the human face of education – seen in the personal attention given to each student
- a concern for the all-round development of students
- the beautiful campus, well-maintained infrastructure and up-to-date equipment and facilities
- the well-qualified and motivated teaching staff, over 70% of whom have more than 10 years teaching/ industry experience
- the focus on developing professional skills
- excellent records of placement of our students
- excellent interface with industry
- a strong student-centred approach and work ethic embedded in the staff, both teaching and non-teaching, and fostered by the management
- an open admission policy – we take pride in taking not only the best students, but also those with middle-level and even average marks, and then, helping them to develop their academic capacities and improve their grades
- A care and concern for the those of our students who come from economically underprivileged backgrounds
- a caring and supportive management

There are also certain **WEAKNESSES** that are visible:

- Because our courses are of a professional nature and all our regular courses, whether UG, PG Diploma or Certificate, they are very demanding as far as time is concerned and our students often work long hours. Hence there is little time for sports, extra-curricular activities etc.
- Given the fact that the courses are all professional ones and of a self-financing nature, the fees are comparatively high (when compared to those of Arts, Science and Commerce Colleges); however, when compared to other professional colleges offering similar types of programmes, our fees are reasonable.
- Although our college is located in a large campus as per South Mumbai standards, we do face constraints of space which make any future expansion difficult if not impossible. Ours is also a heritage campus, that falls within CRZ (coastal regulation zone), hence permission for further construction would be almost impossible to obtain. This, along with the fact that the courses are full-time and the infrastructure is in use throughout the day, makes it difficult to introduce new courses and programmes.

We look ahead to the **OPPORTUNITIES** that we see:

- Of making the courses we run among the very best in the country
- Of even greater interaction with industry by building on the excellent relationships that we already have
- developing linkages with other institutions of a similar nature whether at the city, national or international levels
- Of tapping the generosity of ex-students and well-wishers to build up a Student Aid Fund, to give part or even full freeships to financially needy students.

Some **CHALLENGES** are also visible:

- keeping abreast with the changing needs of industry
- providing quality education to the average student and those who are from economically deprived backgrounds as well
- The fostering of values, developing an attitude of peace, tolerance and harmony in a world torn by conflict and a loss of values.

With all this, the trajectory of our institutional growth and progress promises to be an exciting one and we look forward to continuing to work towards our vision, mission, goals and objectives.

A. PROFILE OF THE INSTITUTION

1. Name and Address of the College:

Name :	Sophia Smt. Manorama Devi Somani College		
Address :	Bhulabhai Desai Road		
City :	Mumbai	Pin :	400026 State: Maharashtra
Website :	www.sophiapolytechnic.com		

2. For Communication:

Designation	Name	Telephone with	Mobile	Fax with STD	Email
Principal	Dr. (Sr.) Anila Verghese	O & R: 022-23517765	09821150009	022-23515596	anilaverghese@gmail.com
Vice-Principal & IQAC Coordinator	Dr. Vidita Rakshit	O: 022-23513157 / 23510756	9167344399	Same as above	sophiamanoramadevi@gmail.com
Head – HAFT Dept.	Ms Dopati Banerjee	O: 022-23511147	09823410439	Same as above	dopati_banerjee@yahoo.co.in
Head – SCM Dept.	Dr. Sunitha Chitrapu	O: 022-23521104	09870094638	Same as Above	scmsophia@gmail.com

3. Status of the Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender	
i. For Men	<input checked="" type="checkbox"/>
ii. For Women	<input checked="" type="checkbox"/>
iii. Co-education	<input type="checkbox"/>

b. By Shift	
i. Regular	✓
ii. Day	X
iii. Evening	X

5. **It is a recognized minority institution?**

Yes	✓
No	X

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

Religious

6. **Sources of funding:**

Government	X
Grant-in-aid	X
Self-financing	
Any other	

7. a. **Date of establishment of the college:** 8th June 2009

b. **University to which the college is affiliated /or which governs the college (If it is a constituent college):** University of Mumbai

c. **Details of UGC recognition:**

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	--	--
ii. 12 (B)	---	--

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

Under Section/ Clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	--	--	--	--
ii.	--	--	--	--
iii.	--	--	--	--
iv.	--	--	--	--

(Enclose the recognition/approval letter)

8. **Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?**

Yes No

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

Yes No

9. **Is the college recognized**

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: N.A. (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

10. **Location of the campus and area in sq.mts:**

Location *	Urban
Campus area in sq. mts. /Area	4.586 acres
Built up area in sq. mts./Sq. ft	7468.19 sq.mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

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

• **Auditorium/seminar complex with infrastructural facilities:**
Sophia Bhabha Hall; this is an 800 plus seater, centrally air-conditioned auditorium with sound, light and other facilities; it is a shared facility on Sophia Campus. In addition, we have an AV Room (100 seating capacity), which is air-conditioned and which has a ceiling mounted projector, sound system etc.

• Sports facilities

* play ground	<input checked="" type="checkbox"/>	
* swimming pool	<input checked="" type="checkbox"/>	
* gymnasium on	<input checked="" type="checkbox"/>	campus for girls

• Hostel

* Boys' hostel	Nil
i. Number of hostels	
ii. Number of inmates	
iii. Facilities (mention available facilities)	
* Girls' hostel	
i. Number of hostels	1

- ii. Number of inmates **44**
- iii. Facilities (mention available facilities)
 - 1) Dining Room
 - 2) Common Room
 - Arrangements for dhobi at their cost.
 - 3) Provided to each student of the hostel:
 - Bed
 - Cupboard
 - Study table
 - 4) Cooking/Heating Facilities
 - 5) Recreation areas
 - Sofas/chairs
 - TV
 - 6) Internet Connectivity.
- * Working women's hostel **N.A.**
 - i. Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)

Teaching Staff

Principal	1
-----------	---

Non-teaching Staff: **Some of the Class IV staff are provided accommodation on campus**

- Cafeteria — **Yes**
- Health centre – **No**

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....
 Health centre staff – **We do have some First Aid facility. This is needed especially in the HAFT Department because the students do practicals in the kitchen.**

There are also four hospitals in the immediate vicinity of the College; in case of any medical emergency we take the students immediately to the casualty department of either of the nearest two hospitals, both of which are within a short walking distance from our College, namely Breach Candy Hospital and Jaslok Hospital.

Qualified doctor Full time: **No** Part-time: **No**

Qualified Nurse Full time Part-time

- Facilities like banking, post office, book shop **Yes**
- Transport facilities to cater to the needs of students and staff **No**
- Animal house **No**
- Biological waste disposal **No**
- Generator or other facility for management/regulation of electricity and

- voltage:
- Solid waste management facility
 - Waste water management
 - Water harvesting

Not needed

No
No
No

12. Details of programmes offered by the college (Give data for current academic year 2014-2015)

Sl. No	Programme level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved student strength	No. of students admitted in 2014-15
1	Under-Graduate	B.Sc. Hospitality Studies	3 years	HSC / Std. XII	English	180 (a batch of 60 per year)	181 (60 in FYBSc)
2	Post-Graduate	----	--	--			
3	Integ. Prog. PG	--	--	--	--	--	--
4	Ph.D.		-	--	--	--	--
5	M.Phil.	--	--	--	--	--	--
6	PhD	--	--	--	--	--	--
7.	Full-Time Certificate Course	Craftsmanship in Bakery and Patisserie	1 year	HSC / Std. XII	English	30	30
	Short-term Certificate Courses	Dynamics of Bakery – 3 modules		Short term skills-training Course	English		
		a) Basic	6 weeks			30	31
b)Intermediate		6 wks	30			36	
c)Advanced	6 weeks	30	33				
8.	U.G. Diploma	--	--	--	--	--	--
9.	PG Diploma	Post-graduate Diploma in Social Communications Media (SCM)	1 year	graduation	English	40	27

10	Any Other (specify and provide details)	---	---				
----	---	-----	-----	--	--	--	--

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	1
-----	-------------------------------------	----	-------------------------------------	--------	----------

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

Particulars	UG	PG	Research (Ph.D)
Arts	---	--	--
UG – 00	--	--	--
PG – 00	--	--	--
Research - 00	---	--	--
		--	--
		--	--
		--	--
		--	--
		--	--
		--	--
Science			
UG – 1	BSc in Hospitality Studies	---	--
PG – 00	--	--	--
Research - 00			--
	--	--	--
	--	--	--
	--	--	--
	--	--	--
Commerce	--	--	--
UG – 00	--	--	--
PG – 00	--	--	--
Any Other not covered above	--	---	--
PG Diploma -	--	Social	--

1		Communications Media	
Full-time Certificate Course – 1	Craftsmanship in Bakery and Patisserie		
Short term courses – 3 modules	Dynamics of Bakery and Patisserie a) Basic b) Intermediate c) Advanced		

16. **Number of Programmes offered** under (Programme means a degree course like BA, B.Sc., MA, M.Com)

a. annual system 1 **Certificate Course - Craftsmanship in Bakery & Patisserie**

b. semester system 2 **B.Sc. Hospitality Studies, Social Communications Media**

c. trimester system Nil

17. Number of Programmes with

a. Choice Based Credit System X
b. Inter/Multidisciplinary Approach X
c. Any other (specify and provide details) X

18. Does the college offer UG and/or PG programmes in Teacher Education? **NO**

Yes No

If yes,

a. Year of Introduction of the programme(s) N.A.
(dd/mm/yyyy) and number of batches that completed the programme N.A.

b. NCTE recognition details (if applicable)
Notification No.: N.A.
Date: N.A. (dd/mm/yyyy)
Validity: N.A.

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

Yes No

19. Does the college offer UG or PG programme in Physical Education? **NO**

Yes No

If yes,

- a. Year of Introduction of the programme(s) N.A. (dd/mm/yyyy) and number of batches that completed the programme N.A.
- b. NCTE recognition details (if applicable)
 Notification No.: N.A.
 Date: N.A. (dd/mm/yyyy)
 Validity: N.A.
- c. Is the institution opting for assessment and accreditation of Physical Education Programme separately? N.A.
 Yes No

20. **Number of teaching and non-teaching positions in the Institution (2014-15)**

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC / University / State Government										-
<i>Yet to recruit</i>	-		-	-	-	--	-	--	--	-
Sanctioned by the Management/society or other authorized bodies <i>Recruited</i>	-	-	-	-	4	5	3	3	8	-
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-	-	-

*M-Male *F-Female

21. **Qualifications of the teaching staff:**

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	2			-	1	3
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	2	4	6
Temporary teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG Ad-hoc	-	-	-	-	2	-	2
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. **Number of Visiting Faculty / Guest Faculty** engaged with the College.

17

23. **Furnish the number of the students admitted to the college during the last four academic years (only of BSc Hospitality Studies and Craftmanship in Bakery & Patisserie for the years 2011 to 2014 & SCM for the year 2014-2015)**

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	3	0	3	0	2	1	2	0
ST	0	0	0	0	0	0	0	0
OBC	0	0	0	0	1	0	0	0
General –	25	25	28	27	26	22	22	54
Christian	17	12	14	18	16	16	23	16

24. **Details on students enrollment in the college during the current academic year (2014-2015 in BSc Hospitality Studies, SCM and Craftmanship in Bakery & Patisserie)**

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	181 +30	17	0	0	228
Students from other states of India	0	10	0	0	10
NRI students	0	0	0	0	0
Foreign students	0	0	0	0	0
Total	211	27	0	0	238

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

		2013-2014	2014-2015
UG	BSc Hospitality Studies	2% (1 student)	2% (1 student)
UG	Craftmanship in Bakery & Patisserie	8% (2 student)	3% (1 student)
PG	Social Communications Media	--	7% (2 students)

26. **Unit Cost of Education (for the financial year 2014-15)**

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

(a) including the salary component

Rs. 1,02465.00

(b) excluding the salary component

Rs. 64445.00

27. Does the college offer any programme/s in distance education mode (DEP)? Yes X No

If yes,

a) is it a registered centre for offering distance education programmes of another University – N.A.

Yes X No

b) Name of the University which has granted such registration. N.A.

c) Number of programmes offered N.A.

d) Programmes carry the recognition of the Distance Education Council.

Yes X No X

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

The following is the teacher-student ratio for full-time courses:

Programme	Student Strength	Total Strength in 2014-15	No. of Faculty – full time	Ratio
BSc Hospitality Studies	181	181	7	1: 25
SCM	40	27	2	1: 20
Craftsmanship in Bakery and Patisserie	30	30	1	1: 30

29. Is the college applying for

Accreditation: Cycle 1: Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation & Cycle 2, Cycle 3 & Cycle 4 refers to re- accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure. N.A.

31. No. of working days during the last academic year (2014-15):

32. **Number of teaching days during the last academic year** (*Teaching days means days on which lectures/practicals were engaged excluding the examination days*) **181**
33. **Date of establishment of Internal Quality Assurance Cell**
IQAC: **30/09/2014**
34. **Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.**

N.A. because the college has not yet been accredited by NAAC
35. **Any other relevant data** (not covered above) the college would like to include. (Do not include explanatory/descriptive information): NIL

C. CRITERIA-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

These are 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 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-centred, value-based and creative
in the pursuit of excellence.

GOALS

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

OBJECTIVES

- i. To provide our students with professionally qualified and motivated staff
- ii. To make available continuing education to our staff
- iii. To expose our students to the demands of the industry through professional visiting faculty, regular industrial visits, internships, etc.
- iv. To interact continuously with industry, parents and with other beneficiaries of our education
- v. To foster an atmosphere which engenders creative output

- vi. To provide our students with up to date equipment and facilities
- vii. 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
 - personal and active faith in God
 - building of community as a social value
 - caring for our environment
 - political awareness
- viii. To expose our students to the deprived sections of society through our outreach programmes

SOPHIA, as the name suggests, stands for Wisdom. Established in June 1970, the Sophia Polytechnic was founded by the Society for the Higher Education of Women in India, the educational Trust established by the Society of the Sacred Heart of Jesus, an international congregation of religious sisters dedicated to Education. The Society of the Sacred Heart was founded in 1800, in France by Madeleine Sophie Barat, a young French woman. Sophia Smt. Manorama Devi Somani College was started in June 2009 in Sophia Polytechnic.

One of the distinguishing characteristics of the Sophia Polytechnic is its emphasis not only on academic and professional excellence but also on the all-round development of the students.

Our students and faculty members work together to achieve both personal and professional goals. The courses provide a broad education based on values and are designed to offer a choice of routes into employment, motivating creativity and bringing out the individuality of each student. Education for Transformation is at the heart of all these courses, whether it be teaching the students that the "guest is God", or training them to develop skills in the media. Lectures, assignments, project work, co-curricular activities, awareness and outreach programmes have one single aim viz. to build confident, responsible citizens capable of critical, creative and constructive thinking, so as to effect change both at a personal and social level as they respond to the present social reality.

The vision, mission, goals and objectives are communicated via the prospectus and website. The vision and mission are also displayed at the entrance to the institution, especially at the beginning of the academic year. At the Orientation Programme for all the students, at which faculty is also present, held in the month of July, the Director / Principal highlights the vision, mission, goals etc. of the institute in her talk.

The staff members are imbued with the values of our vision and mission through the emphasis given to these at general staff meetings and from their interactions with the Sisters of the Sacred Heart and the Management. The older staff members who have been in the Institute for many years pass on the traditions and value systems that are embedded in

our vision, mission, goals and objectives to younger and new staff, through their personal example and from what they communicate.

The vision, mission, goals and objectives of our education are what imbues and underlines all our activities, both curricular and co-curricular. Ours is a very student-centred and value-based education which focuses on excellence. The faculty members know the students very well, their strengths and weaknesses. They guide, counsel and mentor them. In the HAFT department, each student has a faculty mentor, who meets the student personally. Besides that, each class has a class teacher. There is close personal follow up of each student. From time to time, the Principal also interacts with students, both formally and informally. The students are free to approach not only their teachers and Head of Department but also the Principal. In the SCM course, the number of students is less. Every faculty member, both the core faculty and the visiting faculty, interacts with the students at a one to one level. The faculty members of both departments keep in touch with the students using the digital media: SMS, Google group, Facebook, WhatsApp etc. They are in touch not only with present students but with also a lot of the ex-students of their respective departments. Thus, the teacher-student interaction is very high.

All our curricular activities focus on the first goal, namely that of providing our students with professional skills so that they can excel in their chosen fields. Students of both departments, HAFT and SCM, are exposed to the industry constantly. The BSc Hospitality Students have a compulsory one-semester industrial training / internship in a top hotel. The students of the Certificate Course of Craftmanship in Bakery and Patisserie, too, do an industrial training / internship of three months in industry. The SCM students do a one-month of specialization in a chosen field of media towards the end of their course. Both departments also have regular workshops from professionals from the industry. Details of these will be given in the evaluative reports of the two departments and elsewhere in the SSR. Personnel from the respective industries also visit our campus for recruitment and special events. This is especially so in the case of the BSc in Hospitality Studies, where the placement interviews for the third year students, both on campus and off campus, begin as early as September of their last year in college. Hotels that come to us for recruitment regularly include the top-most hotel groups in our country, such as the Taj Group, the Oberoi Group, and the Hyatt Group. Our students get placement in top hotels in Mumbai and outside the city. As for SCMSophia, there is such a demand from industry for their graduating students that requests via emails, letters and telephone calls for recruits are received by the department and the department has far more requests for recruits from industry than they have candidates aspiring for jobs!

In the case of HAFT, the interface with industry also takes place by visits of HRD and training personnel from the top hotel chains, not only for recruitments but also for events organized by the Department. The latter include the 'Theme Dinner' which is held in the first half of the academic

term in the two training restaurants of the department and in the 'Annual Exhibition Dinner' which is held in the month of February on the spacious lawns of Sophia Campus. Our staff members also visit the hotels from time to time to keep up their personal contacts with these.

In order to enable our students to develop and hone their professional skills so that they can excel in their chosen line of work, the HAFT department organizes not only additional workshops, e.g. special three-day workshops in bakery that were conducted in March-April 2014 and again in March-April 2015 for the students of First Year and Second Year BSc and also for the students of the Bakery and Patisserie course, but they also have 'events' which the students organize right through the year under the guidance of their teachers. There are six such events in the academic year: 'Freshers' Welcome Party' which is organized by the Third Years; the Theme Dinner which is organized by the Third Years in collaboration with the Second and First Years; the 'Christmas / New Year Party' which is organized by the Second Years and students of the Certificate Course of Craftsmanship in Bakery and Patisserie; the Brunch at the inaugural of the Annual Exhibition which is organized by the Second Years; the Annual Exhibition Dinner which is organized by the Third Years with collaboration from the students of the other two years as well as of the full-time Bakery Course; and the 'TY Farewell Party' which is organized by the First Years. For each of these events, the students plan the menus with the help of faculty and they do the catering for the same. From time to time, the students also do 'Outdoor' work of serving at dinners and other functions and this hones the skills they require in the hospitality industry.

In order to give the students a strong professional sense, in the HAFT department, staff and students are always in uniform, as are the professionals in industry. The staff members have their daily uniforms as well as their formal wear uniforms. Those who teach food production and bakery don the chef's uniform in the kitchens and bakery. The students of BSc Hospitality have six sets of uniforms: class uniform, chef's uniform, Food and Beverage (F&B) uniform, Front Office or Reception uniform, Housekeeping uniform and Manager's uniform (a formal suit). The students of BSc Hospitality Studies work as waiters and as managers in the training restaurants in order to get practice in these areas, besides of course their practicals in Food Production, Front Office, F&B etc. The students of the TYBSc class are given Personality Development sessions and also sessions in Group Discussion to train them in professionalism. The students of the full-time Certificate Course in Craftsmanship in Bakery and Patisserie have a bakery uniform. To hone their professional skills as well as to give them experience in bulk production, the Bakery and Patisserie students have a sales counter of bakery items during the four-day Annual Exhibition held every year at Sophia Polytechnic in the month of February.

The entire SCM course is a hands-on course, which trains the students in all aspects related to Media. They prepare short documentary films, broadcast features, a magazine etc. Once they begin their practicals,

they work long hours often up to even 9.00 or 9.30 p.m. Though initially the students find this hard, they realize gradually that this is training for what they will face once they enter the demanding field of media as professionals.

All the above, are also aimed at fostering an atmosphere which engenders creative outputs (objective number five).

The first objective is met through the faculty that we have who are all not only professionally qualified and experienced but also motivated in giving of their best. Keeping in mind the second objective, staff members are encouraged to update their skills and knowledge. Ms Hufriz Bulsara was given leave to attend a short course in July 2014 on 'flexi lace' decorations a Squires International School of Sugarcraft at Manhem, Surrey, UK. On 21st November 2014 Mr. Linus D'Silva attended a workshop on Chocolate and Chocolate fillings conducted by Frey-Swiss Chocolate Company. This was held at Sheila Raheja Institute of Hospitality Management, Bandra. On 2nd May 2015, two of the HAFT faculty, namely Mr. Linus D'Silva and Ms Nisha Rodrigues, attended a one-day workshop conducted by Bakersville India Pvt Ltd. at Jaswantiben Vinod Goradia Hall in Vile Parle. The workshop was on Live Cake Making, Chocolate Art and new techniques in cake and chocolate decoration. Dr. Sunitha Chitrapu was given duty leave to present a paper at an international conference "India at Leisure: Media, Culture and Consumption in the New Economy", 9-10, February 2015, Jamia Millia Islamia, New Delhi (An initiative of the New Zealand India Research Institute and the University Grants Commission).

The HAFT department interacts not only with industry, but it also interacts regularly with parents and guardians. There is an Orientation Programme for the First Year students at which parents and guardians are also invited. At this programme all details about the course are given. There are also letters sent to parents in case there is any problem with the student. Parents are also called in certain cases to meet either with the Head of Department, the class teacher or the Principal. There is also a Parents' Open Day.

Our students are provided with up to date equipment and facilities in both SCMSophia and Sophia HAFT. Indeed, we are proud of having international standard facilities in our kitchens, the bakery, the training restaurants of HAFT as well as in the TV cum Film Studio and Broadcast Studio of SCM.

The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality is a unique programme of our institute. It was started keeping in mind the third goal and the seventh and eighth objectives of our institute.

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 from 2009 onwards:

1.	2009-2010	“Let us Build Bridges of Reconciliation & Peace”
2.	2010-2011	“It’s the voice of hope & peace: You, me, let us nurture our biodiversity”
3.	2011-2012	“Let the radiance of our values illuminate the world around us”
4.	2012-2013	“Educating for a New Global Order”
5.	2013-2014	“The STILL POINT in a whirling Universe”
6.	2014-2015	“Educating to Wholeness”
7.	2015-2016	“Education Beyond Self”

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

- a) Three workshops or sessions for each class
- b) Three interdisciplinary programmes for all the students of the Institute, held in Sophia Bhabha Hall
- c) Three competitions for students : i) An Art Work based on the theme of the year (ii) An Essay on the Theme of the Year (iii) a Book Review from a value-based book from the Sophia Cooverji Bhabha Programme cupboard in the library
- d) Outreach Programmes, of which two are held each year: (i) “Joy of Giving Week” during September-October (to coincide with the festivals of Ganesh Chaturthi, Dassera and Diwali) (ii) The “Christmas Outreach” in the month of December (coinciding with Christmas and New Year)
- e) In addition, counselling facilities for individual counselling (for personal, psychological, study related or career related issues) are also offered.

Students who successfully complete the programme are given a certificate on their graduation from the Institute.

Besides the above, it must be mentioned that all the programmes of SCMSophia are geared to creating social awareness about social, environmental, gender and other issues among the students. The videos, broadcast features they produce as well as the articles they write all have some social theme. The list of videos and documentaries produced by the students of the department over the past five years are provided in Annexure VI.

1.1.2. How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- This is done through having not only an institute level calendar of events, but also departmental calendars in which main dates are plotted even before the academic year commences.
- Departments prepare and present their reports to the Principal of their various activities, curricular and others
- Departmental meetings are held regularly in which curricular aspects and the events planned etc. are discussed.
- The staff members of the HAFT department maintain 'Plan Books' which chalks out the implementation of the curriculum by each faculty member.
- The SCM department has the system of 'Log books' which faculty members maintain in order to chart the implementation of the curriculum.

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

- The Ad hoc Board of Studies of BSc Hospitality Studies organizes workshops to orient the teachers to the syllabus, theory and practical (wherever applicable), examination pattern, etc. whenever there is revision of syllabus or new syllabus is introduced by the University. Teachers of the subject attend these workshops to orient themselves to the change in the syllabus.
- The Principal has meetings from time to time with the faculty of the respective departments, especially in the case of the HAFT department.
- The TAQ (Teaching Assessment Questionnaire) that are administered on a rotation basis for faculty members usually once in two years, in which the students evaluate and give feedback to the teachers, gives the teacher himself or herself insights about his/her strengths as a teacher as well as the areas needing improvement.
- In the case of the HAFT department, besides the Head, the Vice-Principal and Principal also checks the Plan Books of teachers to see how the curriculum is being translated.
- Teachers are encouraged to improve their skills by the Institute and Management and are even provided with leave to do so.
- Projectors and laptops are available to the faculty and so are computers and internet facilities (both at the departmental level and in the central computer laboratory), so that they can use ICT in their teaching and thus become more effective in translating the curriculum. For BSc Hospitality Studies, while teaching 'Front Office' the software 'Fidelio' which is also used in the Hotel Industry is utilized and the students are taught the use of the same. SCMSophia has excellent equipment and software required for media studies.

- The SCM Department has its own large library of DVDs and CDs of the various documentaries etc. that had been produced in-house and these can be used as a resource for teaching.
- Faculty members are encouraged to interface with their respective industries.

1.1.4. Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

As already mentioned in response to Q.1.1.3.

- The TAQ (Teaching Assessment Questionnaire) that are administered on a rotation basis for faculty members usually once in two years, in which the students evaluate and give feedback to the teachers gives the teacher himself or herself insights about how he / she is effective in curriculum delivery and transaction.
- In the case of the HAFT department, besides the Head, the Vice-Principal and Principal also checks the Plan Books of teachers to see how the curriculum is being translated.
- Teachers are encouraged to improve their skills by the Institute and Management and are even provided with leave to do so.
- Projectors and laptops are available to the faculty and so are computers, so that they can use ICT in their teaching and thus become more effective in translating the curriculum.

In addition,

- The infrastructure and equipment of the College is upgraded to meet the challenges of the present and new trends in the respective industry. For example for the HAFT department, imported ovens as used in top hotels were installed in the bakery in the summer of 2014 at the cost of approximately Rs. 18 lakhs; again orders have been placed for an imported oven and a commercial level deep freeze for the IC (International Cuisine) kitchen and hopefully these should be in place in June 2015. In the SCM Department, besides the general up-gradation of facilities, a Broad Cast Studio was set up in 2014-15, costing about Rs. 13 lakhs.
- in the case of BSc Hospitality Studies, which is the only course in our College, for which the University prescribed syllabus is followed, the staff members not only ensure the full and effective curriculum delivery of the prescribed syllabi, but they also go beyond the University prescribed curriculum by providing the students with additional events and workshops.

- For most of the subjects prescribed by the University of Mumbai in BSc Hospitality Studies there are no adequate text-books. The teachers of this department have prepared typed notes and study material which is provided to the students.
- Students of both HAFT and SCM departments have full use of computers and internet for their curriculum related work and research; in the case of the HAFT Department, this is available in the computer laboratory while the SCM department provides wifi and advanced computers for video editing.

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

- As already mentioned in response to Q. 1.1.1, BSc Hospitality Students have a compulsory one-semester internship in a top hotel. The students of the Certificate Course in Bakery and Patisserie, too, do an internship of three months in industry. The SCM students do a one-month of specialization in a chosen field of media towards the end of their course. Both departments also have regular workshops from professionals from the industry. Also, visits to the respective industries are also organized from time to time.
- Personnel from the respective industry are invited for extra workshops and guest lectures or demonstrations from time to time. Both HAFT and SCM interacts very effectively with their respective industries when it comes to student placement.
- Staff members of the HAFT department are examiners / moderators etc. for the University examinations in Hospitality Studies. Ms Dopati Banerjee is on the Ad Hoc Board of Studies - Hospitality Studies of the Mumbai University. In 2014-15, Ms Dopati Banerjee was also appointed by the University of Mumbai as a member of the Local Inquiry Committee sent by the University to visit three colleges, in order to inspect their infrastructure and other resources required for teaching courses in Hospitality Studies, namely
 - Nav Balodyans Trusts Kohinoor College of Hotel & Tourism Management Studies, Dadar Mumbai on 3rd March 2015
 - Bombay Suburban Art & Craft Education Societies Sheila Raheja Hotel & Catering School, Bandra Mumbai on 3rd March 2015
 - Anjuman-I-Islam's Institute of Hospitality Management, Fort Mumbai on 11th March 2015
- Dr. Sunitha Chitrapu was an invited discussant at the Brainstorming Meeting for starting a Platform or Association of Media Scholars and Researchers, held on 11th May 2015 at Jamila Millia Islamia, New Delhi.

- At University organised workshops for implementation of the BSc in Hospitality Studies syllabi, staff members of our college have been resource persons and participants.

1.1.6. What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- As already mentioned, Ms Dopati Banerjee, Head of our Department of Hospitality Studies, is on the Ad hoc Board of Studies – Hospitality Studies of the University of Mumbai in this subject. Hence, she is involved in aspects related to curriculum development, examinations etc.
- For all the other courses the syllabi are prepared / revised / updated in-house with inputs from industry. In 2010-11 when the syllabi of BSc in Hospitality Studies were revised the subject teachers from our college were involved in the syllabus revision process organised by the Ad hoc Board of Studies.

1.1.7. Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

Yes for, except for the BSc in Hospitality Studies, the curricula for the rest of the courses conducted at Sophia Smt. Manorama Devi Somani College are developed in-house.

- In the case of SCMSophia the last revision took place in 2014 before the course came under the University of Mumbai through the University of Mumbai’s Garware Institute of Career in Education and Development (an autonomous unit of the University of Mumbai). The revision was done by the core faculty of the SCM department in consultation with their long-term visiting faculty and guest faculty all of whom are drawn from the media industry. The regular visiting / guest faculty at SCMSophia, include P. Sainath (eminent journalist, author of *Everyone Loves a Good Drought*, and Magsaysay Award winner), Jerry Pinto (author of the acclaimed novel *Em and the Big Hoom* which deals with the issues of a family coping with the mother’s mental illness), Smruti Koppikar (journalist, currently Senior Editor at *Hindustan Times*), Jeroo Mulla (award winning film appreciation teacher).

A needs analysis and the new trends in the media industry were taken into account through interaction and inputs from the industry. Inputs and suggestions were also received from some from the SCM Advisory Board members, among whom are such eminent media personnel such as Shyam Benegal.

As per our MoU signed with Garware Institute, the syllabus drawn up in 2014 would continue for three years. After that we can once again revise it. Thus, we envisage a syllabus revision, based on 'Needs Assessment' to take place in the SCM course once every three years or so.

We enjoy great freedom and flexibility in preparing the syllabus of the SCM course.

- In SophiaHAFT, no doubt the syllabi of the three-year degree course of BSc in Hospitality is designed by the Ad hoc Board of Studies in Hospitality of the University of Mumbai and then passed by the University. However, our Head of Department, Ms Dopati Banerjee, is a member of the Ad hoc Board of Studies and other faculty members were involved when the last syllabi revision took place. As for the other two courses conducted by SophiaHAFT, they are institute courses and we have full freedom and flexibility in designing the curriculum of these, namely of the One Year Full-time Certificate Course in Craftsmanship in Bakery and Patisserie and the short-term Dynamics of Bakery and Patisserie courses.

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

- To ensure the stated objectives of curriculum are achieved, the staff plan and design their lectures.
- The system of Plan Books is followed by the HAFT Department. The plans books are checked and signed by the Head regularly and by the Vice-Principal and Principal periodically.
- The SCM Department has the system of Log Books with respect to the implementation of the curriculum.
- The college also provides many opportunities to the students not only to complete the curriculum but also to go beyond the curriculum both within and outside the classroom.
- Many awards and prizes have been instituted to encourage and motivate the students to fulfil the requirements of the curriculum.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

- The goal and objective of the **SCM Post-graduate Diploma Course**, which has been designed in-house, is to provide professional training in all the main areas of Media. In addition, the course aims at providing students with the opportunity to choose one or other area of media for specialization; hence a one-month specialization through internship in industry is also provided within the curriculum of the year.

Besides training skilled all-round media professionals with hands-on knowledge of all the broad fields of media, this course has the goal and objective of training media personnel who will have a strong social orientation and concern about social issues, as the very name of the course (Social Communications Media) indicates. All the projects and practicals conducted by the students are planned keeping this goal and objective in mind.

- The goal and objective of the one-year full-time **Certificate Course of Craftsmanship in Bakery and Patisserie** is to give students professional training in the field of bakery, so that they can either join the Hotel Industry in the Bakery Section or can become self-employed. Besides a rigorous training through the year, the students of this course also do an internship of three months in this field.
- The short-term skill development courses (three modules, namely basic, intermediate and advanced) in the **Dynamics of Baking and Patisserie** have been designed with the goal and objective of providing short-term courses for students, working people or housewives who wish to learn some skills which can help them to become self-employed or augment their income by taking bakery orders.

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

NO

1.2.3. Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability:

- In BSc Hospitality Studies all the subjects are core ones at the first and second year levels. In Semester VI in the third year, the students can choose electives. In our college we offer them the choice of either A. 'Food and Beverages' and 'Bakery' or B. 'Front Office' and 'Food Production'; as far as possible we allow the students to choose between these two options in Semester VI as per their interests.
- All our courses help in skill development and future employment. Under the credit based semester system, credit transfer accumulation is possible. The University has no provision for lateral mobility as after the Higher Secondary Examination the students entering college have to opt for a particular stream and keep to their choice till graduation. Vertical mobility is also not provided for at the undergraduate level.
- The main enrichment programme that is offered to all our students is the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality.

1.2.4. Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- All our programmes are self-financed programmes. In this connection, it must be mentioned that in the State of Maharashtra any new course introduced after 1998 in an existing college or any new college started after 1998 would be self-financing and no grant from the State Government is available to these.
- As far as admission processes are concerned, for the BSc in Hospitality Studies and for the PG Diploma Course in Social Communications Media (SCM), we are bound to follow the rules prescribed by the University of Mumbai for admissions. In both the admission is based on merit. Written test, interviews and group discussions are permissible as per rules. As a Christian Minority Institution we also have to follow the rules that pertain to the admission of students of this minority category. As for students from reserved categories, the rules of the University apply as far as the ‘Open Category’ of seats is concerned. All these rules are strictly adhered to.
- As already mentioned, the curriculum of BSc in Hospitality Studies is fixed by the University. The curricula of all the other courses have been prepared in-house.
- As far as fees are concerned, for BSc in Hospitality Studies we follow the fees as prescribed by the University of Mumbai. As per rules, we are also permitted to have additional charges for uniforms, toolkits etc. and we do so, keeping in mind the costs of these and other additional items that we provide to the students (journals, stationery, medical test, additional workshops, practicals and events). Besides these fees and other charges, which are paid at the time of the admission to each class / year, no additional charges are made on the students by the Institute. The University share of examination, affiliation and other fees are given by us to the University as per rule.
- As far as SCM is concerned, the fees were fixed in consultation with the University of Mumbai’s autonomous Garware Institute of Career in Education and Development. The share of the fees due to the Garware Institute is paid. We do not collect any additional fees or any other charges from the students.
- As far as the fees of the Full-time one-year Certificate Course of Craftmanship in Bakery and Patisserie and the Short Term Courses in Dynamics of Bakery and Patisserie (three modules) are concerned, the fees are fixed by the Institute keeping in mind the expenses on salaries, the material costs of all the practicals (which are obviously very high because the best of ingredients are used and also the students take what they produce home with them), overhead expenses, maintenance and replacement of equipment etc.

- Qualifications of teaching staff of BSc in Hospitality Studies and SCM are as prescribed by the University. We also follow the salary structure laid down by the University for the regular teachers of these courses. All regular teacher appointees are paid as per VIth Pay Scales.

1.2.5. Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

- All our courses are skill-oriented ones, relevant both to the regional, national and global employment markets; although the majority of our students may take up jobs after completing their respective courses at the regional or national level, there are some who, after gaining a year or two of experience or of doing some additional training, take up jobs abroad. The students are the beneficiaries and so are the respective industries. Both the Hotel and the Media industries are eager to recruit our students on their completion of the courses of BSc in Hospitality Studies and SCM. Both SophiaHAFT and SCMSophia are brand names well-recognised in their respective industries.

1.2.6. Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

NO

1.3. Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

- All our curricular activities focus on the first goal, namely that of providing our students with professional skills so that they can excel in their chosen fields. Students of both departments, HAFT and SCM, are exposed to the industry constantly. The BSc Hospitality Students have a compulsory one-semester internship in a top hotel. The students of the Certificate Course in Craftsmanship in Bakery and Patisserie, too, do an internship of three months in industry. The SCM students do a one-month of specialization in a chosen field of media towards the end of their course. Both departments also have regular workshops from professionals from the industry.
- The HAFT Department organizes for its Third Year student additional sessions in Personality Development and in Group Discussion. These sessions, which are in keeping with the institution’s goals and

objectives, are conducted by a professional and they are not part of the University curriculum.

- In order to enable our students to develop and hone their professional skills so that they can excel in their chosen line of work and in order to supplement the University Curriculum, HAFT department organizes not only additional workshops, e.g. special three-day workshops in bakery that were conducted in March-April 2014 and again in March-April 2015 for the students of First Year and Second Year BSc and also for the students of the Bakery and Patisserie course, but they also have 'events' which the students organize right through the year under the guidance of their teachers. There are six such events in the academic year: 'Freshers' Welcome Party' which is organized by the Third Years, the Theme Dinner which is organized by the Third Years in collaboration with the Second and First Years, the 'Christmas / New Year Party' which is organized by the Second Years and students of the Bakery and Patisserie Course, the Brunch at the inaugural of the Annual Exhibition which is organized by the Second Years; the Annual Exhibition Dinner which is organized by the Third Years with collaboration from the students of the other two years; and the 'TY Farewell Party' which is organized by the First Years. For each of these events, the students plan the menus with the help of faculty and they do the catering for the same. From time to time, the students also do 'Outdoor' work of serving at dinners and other functions and this hones the skills they require in the hospitality industry.
- All the activities of the SCM department, with their strong social orientation and the training in professional skills, fit in with the Institutions goals and objectives.

1.3.2. What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- In the HAFT Department we go beyond the syllabus with extra workshops and demonstrations, events etc. as mentioned in response to Q.1.31. The personality development sessions and the training in group discussions provided to the third year students enable the students to face the needs and challenges of the employment market.
- SCM Department holds an event called 'Media Mirror' which enriches the students and goes beyond the syllabus and takes up new trends in media. The annual field trip / tour is also aimed at giving the students a hands-on experience of reality outside the classroom and outside the city. The one months' specialization in industry also is aimed at exposing the students to the dynamic employment market.

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

- The theory subjects of the syllabi of BSc Hospitality Studies and the Certificate Course of Craftmanship in Bakery and Patisserie are taught using ICT extensively. The syllabus of the SCM course is entirely done with the use of ICT since it is a Media course.
- In the syllabi of BSc Hospitality Studies and the Certificate Course of Craftmanship in Bakery and Patisserie it is not really possible to integrate issues of gender and climate change very much in the teaching because the subjects taught are very technical and pertain to the Hotel Industry. However, in BSc Hospitality Studies there is a paper on Environment and Sustainable Tourism. In this paper we are able to integrate environmental issues. Food Safety and Nutrition are taught both to the students of the BSc in Hospitality Studies as well as to those of the full-time one-year course in Bakery and Patisserie. In the kitchens and bakery of the HAFT Department segregation of wet and dry garbage is followed.
- Air-conditioning is used only when strictly necessary in the Institute.
- Through the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality we hold sessions for the whole institute in which topics of a cross cutting nature are discussed.
- The SCM Course and the practicals conducted integrate fundamental issues such as Gender, Climate Change, Environment, Human Rights through the subjects 'Fundamental Concepts' and 'Media Ethics' which are reflected in all their projects including their documentaries, magazines, book, and social awareness campaigns. For example, in 2014-15, SCM students prepared the following broadcast features that touched on the following fundamental issues: "Against all Odds", on how support through their right to a protective environment is helping children, especially the girl child, of Commercial Sex Workers of Mumbai, chart out a new course in their lives; "RTE", on the continuing struggle of people from Mumbai's slums to avail of provisions of the RTE Act that gives children from marginalized backgrounds, an equal opportunity to good education; "Education with a Kick", which focuses on how the Oscar Foundation is successfully using Football to combat the drop-out rate of children in Cuffe Parade's slums in Mumbai; "Kicking Boundaries" which looks at how football is helping young girls in the Ghetto of Mumbra, break barriers to discover their own identity; and "Parijat" that traces how scarcity of water in Mumbai's slums is seriously impacting the menstrual hygiene of women. Among the broadcast journalism features that they did are the following: "Bachaav Tarbhumi ka" which looks at the need to strike a fine balance between encouraging tourism and eco-preservation of Wetlands in Gujarat; and "Saving the Bandhni" that looks at whether the much

sought after GI Tag will be able to save the traditional craft of Bandhni from unscrupulous traders. Among the video documentaries produced by the SCM batch of 2014-15 is *Mishri*, a film about accepting children with intellectual disability. They also did the following social awareness campaigns: a campaign done for the Mumbai Traffic Police that educated the youth on the dangers in using ear phones while on the road, the second on good phone manners, and the third a campaign for The Indian Academy of Pediatrics educating the parents on the right way to use antibiotics for their children. They also worked on a photographic exhibition entitled 'Marginalia – The Hands that tell the story' featuring migrant workers in Mumbai. The department hopes to mount a permanent exhibit of the same on PARI, the movement supported by Mr. P Sainath.

1.3.4. What are the various value-added courses/enrichment programmes offered to ensure holistic development of students? - moral and ethical values; employable and life skills; better career options; community orientation

- The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality was especially designed as an enrichment programme for inculcating moral and ethical values, giving students life skills (of interaction with others effectively, and dealing with one's own emotional or other problems with help of a counselor) and a community orientation.

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.

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

- a) Three workshops or sessions for each class
 - b) Three interdisciplinary programmes for all the students of the Institute, held in Sophia Bhabha Auditorium
 - c) Three competitions for students : i) An Art Work based on the theme of the year (ii) An Essay on the Theme of the Year (iii) a Book Review from a value-based book from the Sophia Cooverji Bhabha cupboard in the library
 - d) Outreach Programmes, of which two are held each year: (i) "Joy of Giving Week" during September-October (ii) The Christmas Outreach in the month of December
 - e) In addition, counseling facilities for individual counseling (for personal, psychological, study related or career related issues) are also offered.
- Besides the above, to give the students of BSc Hospitality Studies greater employability and better career options, we organize special workshops, demonstrations and guest lectures by industry personnel.

Although the syllabus prescribes only one event to be organized in the year, keeping in mind the fact that we have to give our students employability and better career options, we hold a total of six events, all of which are planned and executed by the students with the guidance of the faculty: 'Freshers' Welcome Party' which is organized by the Third Years, the Theme Dinner which is organized by the Third Years in collaboration with the Second and First Years, the 'Christmas / New Year Party' which is organized by the Second Years and students of the Bakery and Patisserie Course, the Brunch at the inaugural of the Annual Exhibition which is organized by the Second Years; the Annual Exhibition Dinner which is organized by the Third Years with collaboration from the students of the other two years; and the 'TY Farewell Party' which is organized by the First Years.

- For the students of the Certificate Course in Bakery and Patisserie, additional bakery workshops of three days' duration were organized. A workshop on 'fusion desserts' was held by Chef Savio Fernandes, the pastry chef of J.W. Marriott, after their end of year examinations in 2013-14. In 2014-2015, a workshop on 'Classical Desserts presented in a Contemporary Style' was held by Chef Savio Fernandes. The second workshop on 'Chocolate Garnishing and Decoration' was held by Morde Cocoa & Chocolates. The third workshop on the 'Use of Pre-mixes in Cakes' & 'Chocolate Garnishes & Cake Decoration' spanning two days was held by Bakersville India Pvt. Ltd.
- It must be mentioned that all the programmes of SCMSophia help in giving the students a strong social and community orientation and in inculcating in them moral and ethical values and a strong community orientation as well as giving them employable life skills and better career options. The fact that, unlike in most media courses, we do not focus on just one field of media, but do an integrated course that deals with the various aspects of the media industry is aimed specifically in giving our students who graduate from the SCM course a wide variety of career options.

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

- While revising the syllabi in March-April 2015 of both the Full-time one-year Certificate Course Craftmanship in Bakery and Patisserie as well as the Short Term Dynamics of Bakery and Patisserie courses (modules), the feedback and suggestions of students was taken and given due consideration. Also, inputs were invited from industry and a leading bakery chef (Chef Savio Fernandes who is the Corporate Bakery Chef of J.W. Marriott) was consulted. In the past too, when syllabi revisions of these courses have taken place, the feedback from stakeholders has been taken into account.
- The SCM course regularly gets feedback from stakeholders, namely the media industry. Members of their visiting / guest faculty, some of

whom have been associated with SCMSophia for many years, are all drawn from industry. The advisory board of the SCM Department also comprises eminent media personalities and advice and inputs from these members are taken from time to time re the curriculum.

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

- Feedback is taken from the students. The TAQs also provide us with insight into how satisfied the students are with the teaching-learning processes. The TAQ ratings are always above average, bordering on excellence. When the TAQs are filled in by the students in class the Management organizes the entire procedure. No faculty member is present during the entire process. The assessment is done by an external agency based on certain preset parameters analysing the individual teachers teaching skills, interaction in class, overall knowledge of subject, power of communication etc. The individual evaluation is discussed with each faculty member on a one to one basis with the Principal and strict confidentiality is maintained.
- SCM students provide feedback at four points in the course—at the beginning, after ‘Media Mirror’, prior to their specialization and at the end of the course.

1.4 Feedback System

1.4.1. What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- Ms Dopati Banerjee, Head of the Department of Hospitality Studies, is on the University’s Ad hoc Board of Studies of Hospitality Studies. Mr. Hoshang Velati, our F&B faculty member, is the chairman for the course ‘Advanced Food & Beverage Operations Management’ USHO624 Semester VI (Academic Year 2014-2015) and is also the University paper setter for course Food & Beverage Operations & Management Semester V. Mr. Linus D’Silva was the paper setter for the course Housekeeping Theory USHO 504 for Semester V. Other faculty members of this department are on examinations committees etc. and informally give their suggestions at meetings of these committees.
- As already mentioned, the syllabi of the rest of the courses are prepared in-house

1.4.2. Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made used internally for curriculum enrichment and introducing changes/new programmes?

- In the TAQ (Teacher Assessment Questionnaire) there is a space for giving feedback by students. Though the feedback is mostly on the

quality of teaching, there is the possibility of giving suggestions on the curriculum as well.

- Of course, before we plan syllabi revisions, we certainly take feedback from stake-holders. This was done by the SCM Department before the syllabus revision took place in 2014. This was also done by the HAFT Department for the syllabi revision of the Full-time one-year Certificate Course in Craftsmanship Bakery and Patisserie and the Short Term Dynamics of Bakery and Patisserie modules.
- Any feedback that we receive from students or other stakeholders regarding the syllabi of BSc in Hospitality Studies would be communicated to the University in an informal manner by the Head Department who is a member of the Ad hoc Board of Studies at the discussions held in the Ad hoc Board of Studies on syllabi related issues. Other faculty members, too, were on the last syllabi revisions committees for this course and in giving in their suggestions, the feedback received from stakeholders would have been kept in mind.

1.4.3. How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

- The SCM course was brought under the Sophia Smt. Manorama Devi Somani College in June 2014. The rationale for doing so is that we thought that if the students of this course, which we were already conducting, were to get a University Diploma it would be beneficial to them.
- In 2014-15 we have applied to the University of Mumbai and to AICTE for permission to start Bachelor in Fine Art (Applied Art), i.e. BFA (Applied Art), four-year degree programme. If we get the necessary permission, we plan to start this course. We had wished to do so even before this year, but unfortunately, because the University of Mumbai did not include this course in its yearly Perspective Plan, we could not do so. The rationale for considering the starting of this course is that in Sophia Polytechnic we have been conducting for the past 40 years and more a very successful Diploma Course in Applied Art. There is a great demand from students and parents that our Management should also consider the starting of a degree course in this line.

Any other relevant information regarding curricular aspects which the college would like to include. NIL

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1. How does the college ensure publicity and transparency in the admission process?

- The procedure regarding admissions is available on the website and in the prospectus. The dates of admission for the BSc in Hospitality Studies along with those of other undergraduate courses are announced by University of Mumbai via notices that are posted on its website. Once the University announces the schedule of admissions for its UG courses, the college puts up a notice giving this information to those who wish to apply to us for admission in FYBSc. This information is also given orally by the college to those who phone and make enquiries via the telephone. In the case of SCM, the dates and procedure of admissions are displayed on the departmental website. The dates for the admissions to the Certificate Course of Craftsmanship in Bakery and Patisserie and for the short time courses of Dynamics of Bakery and Patisserie are announced by notices. The fee structure for each course is also informed to all those who enquire.
- As far as admission processes are concerned, for the BSc in Hospitality Studies and for the PG Diploma Course in Social Communications Media (SCM), we are bound to follow the rules prescribed by the University of Mumbai for admissions. In both the admission is based on merit. Written test, interview and group discussion are permissible as per rules. In the case of the admission for BSc in Hospitality Studies although a written test is held and each candidate is interviewed, admission is largely based on the marks of the students in the qualifying examination. In the case of SCM, the written test, interview and group discussion marks are given due weightage of marks because these test the ability of the student for a post-graduate course in media. The cumulative marks are taken into account to prepare the merit list. As a Christian Minority Institution we also have to follow the rules that pertain to the admission of students of this minority category. As for students from reserved categories, the rules of the University apply as far as the 'Open Category' of seats is concerned. All these rules are strictly adhered to. Merit lists and waiting lists etc. are displayed on the notice-boards. In case of any student who has taken admission dropping out, the next on the waiting list is called. ALL THE SEATS ARE GIVEN IN THIS MANNER. THE MANAGEMENT DOES NOT RESERVE ANY SEATS TO GIVE AT ITS ARBITRARY DECISION.
- For the Full-time one-year Certificate Course in Cratsmanship Bakery and Patisserie the performance at the interview forms the basis for selection of candidates. Again, the list of admitted

candidates is publicly displayed on the Notice-board and the waiting list is also indicated. If those on the admitted list do not take the admission, those on the waiting list are called, in order. No seats are reserved by the Management.

- For the Dynamics of Bakery courses, admission is purely on a first-come-first-served basis. The date when the admissions will open for the three modules is announced well in advance. As soon as admissions open, those who come for admission and fill in the form and complete the formalities are given admission. Once the seats for each module are filled, a waiting list is prepared and candidates are called as per their number in the waiting list for each module in case any of the admitted students cancel admission.

ALL ADMISSIONS ARE DONE WITH TRANSPARENCY AND WITH PUBLICITY. THE MANAGEMENT DOES NOT RESERVE SEATS TO GIVE AT ITS DISCRETION FOR ANY OF THE COURSES. THE FEES COLLECTED FOR EACH OF THE COURSES FROM ALL WHO TAKE ADMISSION TO OUR INSTITUTE ARE AS LAID DOWN AND AS INFORMED IN ADVANCE.

2.1.2. Explain in detail the criteria adopted and process of admission (Ex. (i) merit(ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

- For BSc Hospitality Studies till 2013-14 the admissions were based solely on merit, namely the marks in the qualifying examination. However, based on revised rules for admission as given by the University of Mumbai, for 2014-15 we followed the revised format of merit cum written test and interview.
- For SCM admissions are based on a combination of a written test, interview, and group discussion.
- For the Certificate Course of Craftsmanship in Bakery and Patisserie, the admissions are based on personal interview. The criteria for admission covers interest, attitude and motivation, diction and grooming. The minimum qualification is 12th standard pass.
- For the Short-term courses of Dynamics of Bakery and Patisserie, the admissions are based on first-cum-first-served basis.

2.1.3. Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by

the college and provide a comparison with other colleges of the affiliating university within the city/district.

- For BSc in Hospitality Studies there is a minimum percentage that is stipulated by the University of Mumbai, namely 45%, except in the case of students from the reserved category. The College follows the rules that are prescribed and the quotas prescribed, e.g. minority quota and the reserved category quotas which in our case is applicable only in the open category of seats. A list is given below of the lowest marks and the highest marks of those admitted at the First Year level during the past three years:

FYBSc HOSPITALITY STUDIES: INFORMATION REGARDING STUDENTS LOWEST & HIGHEST PERCENTAGE OF MARKS IN HSC/ STD XII AT THE TIME OF ADMISSION

<u>Year</u>	<u>Lowest % of marks</u>	<u>Highest % of marks</u>
2012 -13	46.67	92.00
2013 - 14	44.67	80.50
2014 - 15	49.85	83.60

- In the SCM course, admission is not based just on marks, but on the entrance test etc.; hence the question of the lowest and highest marks (in a qualifying examination) does not apply.
- Similarly, admission to the full-time Certificate Course of Craftsmanship in Bakery and Patisserie is not based on marks; hence the question of the lowest and highest marks does not apply.
- Admissions for the Short-term courses of Dynamics of Bakery and Patisserie, the admissions are based on first-cum-first-served basis; hence the question of the lowest and highest marks does not apply.

2.1.4. Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’, what is the outcome of such an effort and how has it contributed to the improvement of the process?

- The admission rules for our main courses such as BSc and SCM are as prescribed. Hence, the review is done at the informal level only. The result of this informal review has been the efforts to improve the quality and number of applications for our courses and to publicise our courses more. Thus, SCMSophia decided to introduce ‘Media Mirror’ which is a one-day event at which there are Master Classes, Panel Discussions etc. arranged for students of the graduating classes of BA and BMM of city colleges. The improvement and update of the website, including the SCM departmental website, was also undertaken in view of giving wider publicity to our course. Both departments also use the social networking media, such as Facebook, to publicise activities of the respective department, besides putting updates on the website.

2.1.5. Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST

* OBC

* Women

* Differently-abled

* Economically weaker sections

* Minority community

* Any other

- Sophia Smt. Manorama Devi Somani College is a Christian minority institution, but welcomes students from every community, and those belonging to backward communities such as SC, ST, and OBC who are admitted according to the University rules. Separate merit lists are published during the time of the admission giving them the priority.
- Differently-abled students as and when possible are also given opportunities though very few students with serious disabilities apply. For example, SCMSophia had admitted a student who was severely visually challenged student, Ms Garima Goyal, in the year 2009-10. She was given all assistance to manage and complete this media related course and this was extremely challenging given her disability. She did extremely well and the institute recognized her by awarding her the 'Roll of Honour' which is conferred only under very exceptional circumstances.
- Economically weaker sections are offered student-aid as available; some are also helped by the College to apply to other Trusts for financial assistance. In 2013-14 and again in 2014-15, SCMSophia admitted one student from the economically deprived section of Society who did not have to pay any fees or only paid a fraction of the fees. Given the fact that the course runs on fees, the department collected the equivalent of the fees due for this one student from ex-students and well-wishers. A visiting faculty member even gave a monthly stipend to cover travel and other expenses to these two students.
- A number of students of the BSc in Hospitality Studies come from the poorer sections of Society. It is a very heartening trend that nowadays in the city even the very poor aspire to give professional training to their children. Quite a few apply for bank loans in order to pay the fees; some get their fees covered by Charitable Trusts of their respective communities. Interviewing the many students who approach us for financial aid each year, we note that their parents work as domestic helps, drivers, attendants, havaldars, peons etc. There are at least two current students of this course whose mothers, who are the sole earners in their respective families, work as domestic helps. In 2014-15 Rs. 1,40,000/- was disbursed by the Institute from its Student Aid Fund to

needy students of this department; ten students benefited from this assistance. In addition, we applied for and secured scholarships to the tune of a total of Rs. 1,80,000/- for six students of this course from the Taveskor Charitable Trust.

This inclusive admission policy of the institution thus reflects the national commitment to diversity, by encouraging and supporting students from varied backgrounds. It is our aim to increase the funding to needy students and we are building up a Student Aid Fund in order to enable us to do so.

2.1.6. Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes		Number of applications	Number of Students admitted	Demand Ratio
	Year			
UG 1. B.Sc. Hospitality Studies	2011-2012	80	58	1.4:1
	2012-2013	89	66	1.3:1
	2013-2014	92	60	1.5:1
	2014-2015	141	60	2.4:1
PG	-	-	-	-
M.Phil.	-	-	-	-
Ph.D.	-	-	-	-
Integrated PG Ph.D.	-	-	-	-
Value Added	-	-	-	-
Certificate 1. Craftmanship in Bakery & Patisserie	2011-2012	39	24	1.6:1
	2012-2013	80	24	3.1:1
	2013-2014	64	24	1.7:1
	2014-2015	59	30	1.9:1
Diploma	-	-	-	-
PG 1. Social Communications Media	2011-2012	75	40	1.9:1
	2012-2013	78	37	2.1:1
	2013-2014	65	42	1.5:1
	2014-2015	47	30	1.6:1

Year by year since we got the affiliation to the University of Mumbai, the number of applications for the BSc in Hospitality Studies has gone on increasing because the quality of what we offer is getting to be more widely recognised.

For the Certificate Course in Craftmanship in Bakery and Patisserie the numbers of applications have fluctuated; the reason for this is not clear to us.

The drop in the number of applications to the PG Social Communications Media Course is probably due to these being years of transition. Till 2011-2012 it was a course under the Directorate of Technical Education, Maharashtra State. In 2012 we delinked from the Directorate of Technical Education and ran the course as our own Institute course. In 2014-15 there was the further transition to affiliation with the University of Mumbai's Garware Institute of Career Education and Development. Also, applications may have fallen in 2014-15 because of a change in the department website being in process. For two months the old website was withdrawn and the new one had not been hosted. We have since then started a new student-friendly website and have also started an event for undergraduate students interested in the media from Mumbai city colleges for which we have had a good response. We are hopeful that the number of applications will go up.

2.2 Catering to Diverse Needs of Students

2.2.1. How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- Staff members interact closely with the students; students can contact the staff member both within and outside the classroom to solve doubts. The staff members give personal attention to both the gifted students and slow learners. As per rules, concessions are provided to those with learning disabilities. The counselling centre provides counselling to those who are experiencing difficulties with their studies.

In addition, in the case of some students who are slow learners or who have language problems, they are assisted by the more academically gifted students of the class. For example, in 2014-15 in FYBSc there was a student who had great difficulty in understanding some of the more technical terms that were used by the teachers and would even miss classes because of the difficulty he was undergoing because of his poor linguistic skills. His class teacher, besides giving him additional guidance and help, also asked one of the more academically gifted students of the class to assist this weaker student through 'peer teaching'. Mention must also be made of the staff mentoring and giving all assistance to the student of the BSc in Hospitality Studies of the Batch of 2011-2014 who was detected to be suffering from cancer while she was in the second year; she not only completed the course on schedule, but was also placed in a hotel on completion of the course. Again, a student of the batch of 2012-2015 suffered from serious Attention Deficiency Disorder as well as had psychiatric problems. The Principal, Vice-Principal, Head of Department and class teachers, besides his mentor, followed up this

student and kept in touch both with his parent and even his psychiatrist, to ensure that he could complete the course.

- A ramp is provided at the entrance to the building and railings in some of the toilets for the benefit of the physically challenged.
- When SCMSophia had admitted a student who was severely visually challenged Ms Garima Goyal in the year 2009-10, the faculty made it a point to verbally articulate everything that was visually presented. All the reading material was given in soft copy form so that Garima was able to use her specialised reading software.

2.2.2. Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- The tests and interviews that are conducted at the time of admissions helps the respective department to gauge to some extent the knowledge and skills of the students before the commencement of the programme. The students' are encouraged to voice their expectations from the course at the commencement of the year, and an effort is made to satisfy them. Once the programme commences through the system of mentorship the staff of the respective department are able to assess the knowledge and skills of students and to give guidance and help in case this is required.
- The SCMSophia entrance exam consists of a written test, an interview and a group discussion. Even the application form requires a handwritten statement of purpose. Thus before the start of the programme the faculty has a clear understanding of the motivation, general awareness, communication abilities, teamwork abilities and confidence of each student. Further, at the end of the first week a first month review is done by students where they come in and talk one-on-one with the HOD and Course coordinator about academics and issues that affect academic performance.

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

- In the BSc Hospitality Studies as well as in the Certificate Course of Craftsmanship in Bakery and Patisserie additional workshops and events are organized to help bridge the knowledge gap of the students and to give them greater confidence and skills.

In addition,

- Visits are organised to specialty restaurants for food demonstrations.

- Guest speakers from the hospitality industry are invited for guest lectures and demonstrations.
 - Visits are organised to stand alone high end bakeries for a visual impact of the entire procedure involving the transformation of the dry and wet ingredients to the finished product with the application of controlled heat.
 - Basic and advanced computer skills are imparted and the students skills in the use of computers is enhanced by making project submissions compulsory on Microsoft Power-point, and the Front Office Property Management software 'Fidelio'.
- Students in a media programme need to be up to date with the news, which some of them struggle with, so SCMSophia has a Daily News Quiz in which one student posts questions based on the day's news and the rest of the class responds before the end of the day. This trains students in tracking the news and understanding newsworthiness of news stories.

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

- In general, through the Theme of the Year and the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality we sensitise staff and students on these social issues.
- The outreach programmes such as the 'Joy of Giving Week' and the 'Christmas Outreach' sensitise students to the needs of the marginalized, the handicapped, the aged etc.
- In the case of the HAFT Department, the staff members take care to sensitise the students on issues of gender and inclusion because for some of the students it is the first time that they are in a co-educational situation, in which the boys and girls have to interact very closely together in practicals, workshops, events etc. The class teachers and student mentors also speak to the students on such issues as and when the need arises.
- One of the steps towards creating greater sensitivity to the environment is by the care in the use of electricity. Thus, for example, air-conditioning is used only when strictly necessary and air-conditioners are provided only in limited areas. This has been a conscious choice.
- In the SCM, the entire curriculum is geared to sensitizing staff, students and the public on issues of gender, environment, inclusion etc. All the student projects related to media focus on such themes. Our Magsaysay award-winning visiting faculty member P. Sainath lectures on issues of inequality and media ethics and we conduct workshops with Kalpana Sharma and Sameera Khan who are authors of books on women's issues. On the study tour students get

first-hand experience of social issues through the communications and advertising research projects when they interview villagers about their communications media use. They realise how women eat last, and are less literate than the male members of their families. A day in the villages teaches our students more than any number of lectures or workshops.

- Sophia Polytechnic is one of the institutions that are recognized by the Government of India for the Scheme of 'Community Development through Polytechnics' (CDTP). We have five rural centres under us where skills-training is given to the marginalized and school-dropouts etc.

2.2.5. How does the institution identify and respond to special educational/learning needs of advanced learners?

- Our student numbers are small and the staff-student interaction is very close. Hence, students who are more gifted are soon identified and the staff members give them more responsibilities so as to help them develop their potential. The class teachers and mentors of HAFT also give guidance to advanced learners just as they do to the weaker students.
- In BSc in Hospitality Studies, the advanced learners are entrusted with additional responsibilities during our main events, namely our theme dinner, the annual exhibition dinner, and special events and workshops. These students are designated General Manager, Restaurant Manager, Head Chef, Front Office Manager etc. These students are given an opportunity to show their managerial and coordination skills along with the team of students assigned to them, under the guidance of the staff.
- For the Certificate Course in Craftsmanship in Bakery and Patisserie the advanced learners are given more challenging themes for the bread and sugar craft displays (sugar modelling and elaborate flower designing/ modelling from gumpaste)
- The students of SCMSophia have adequate opportunities for individual assignments. In print journalism, our advanced learners volunteer for editorial positions in the magazine. Similarly students with a good eye get to display their skills in the photography exhibition. The one month specialization is the best opportunity for students to showcase their creative abilities in the form of an individual portfolio which they are able to take to job interviews.

2.2.6. How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically

challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- Students who come from economically weaker sections are informed about the student aid available to them and a number received financial aid; they are even assisted in applying to other Trusts and agencies for financial help. They can approach the Dean of Students or even the Principal directly for guidance and can apply for financial assistance. Students who are approaching outside Trusts for financial aid or banks for student loans are offered all help by the office when they require letters or supporting documents.
- The Heads of Departments, Class Teachers, Student Mentors, and even the Vice-Principal and Principal follow up cases of students who need additional help and counselling in order to reduce the risk of drop out. Indeed, our drop-out rate is extremely low.
- The attendance of students as well as their academic performance is closely monitored. Lists of those who are defaulting in attendance is put up at regular intervals during the term. Letters are sent to parents, in all cases except for the students of the PG SCM course. Parents in turn, are free to contact the Heads of Departments or class teachers / mentors not just on the Parents' Open Day, but also at any other time in case of necessity.
- Students with learning problems can approach the staff both at the time of admission or during the academic year regarding their difficulty. The counselling facility also helps and counsels students who are finding it difficult to cope with the pressures of the course. At times, the teachers refer such students to the counsellor.
- In BSc in Hospitality Studies, the mentor teachers liaise with the class teachers and 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.
- In the academic year 2014-2015 one of the students of the Certificate Course in Craftsmanship in Bakery and Patisserie was given admission although he had a slight physical disability (one leg was shorter than the other) the student was given extra time to do his practicals and was given the option to sit after prolonged duration of being on his feet. During the academic year 2012-2013, one student of BSc in Hospitality Studies was diagnosed with throat cancer. The management, staff and students extended to her full empathy and support, both emotionally and financially. When this student was undergoing chemotherapy during regular college hours, she was given time concessions and the staff arranged additional academic inputs to make up for the time lost, at her convenience. In conclusion to the course, the student was rejected on

medical grounds in the final stage of the campus recruitment placement procedure. The department, using its influence and contacts, procured a special placement for her against all odds in a reputed hotel in South Mumbai.

2.3. Teaching-Learning Process

2.3.1. How does the college plan and organise the teaching, learning and evaluation schedules? (academic calendar, teaching plan, evaluation blue print, etc.)?

- A College calendar is prepared before the commencement of the academic year. In addition, each department also prepares its academic calendar for the year.
- The staff members of the HAFT Department maintain 'Plan Books' while the SCM Department follows the system of 'Log books' as far as the teaching-learning schedule is concerned. Both these are monitored not only by the Head of Department, but also by the Vice-Principal and Principal periodically.
- Details of test dates and assignment dates are communicated to the students in the class room and on notice boards in advance. The semester end examination time table is also displayed on the notice board well in advance. The University has prescribed a set pattern of evaluation for both internal assessment and semester end examinations for the BSc in Hospitality Studies and this is adhered to. For the SCM course the pattern of evaluation and internal assessment and dates of examinations are also as per the University norms.

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

- To date, the IQAC has been looking at wider issues of institutional development. The details of improvement of the teaching-learning processes have been done at the departmental levels through department meetings within the department and with meetings and discussions with the Vice-Principal and / or Principal

2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students.

- ICT is used extensively to enhance their teaching programme. Teachers prepare PowerPoint Presentations. Not only the theory classes but even for some of the practical sessions the teachers use ICT. This is possible, because of the ready availability of Projectors and Laptops. The HAFT Department has four LCD projectors 2 net books and one laptop. The SCM classroom is fitted with a ceiling mounted projector which can be

connected to a laptop, each student having her/his own laptop in this case besides departmental ones. In addition, in the AV room there is a ceiling mounted projector and laptop available. The computer laboratory too is fitted with an LCD projector. The Institution also has another portable projector and laptop for general use.

- In BSc in Hospitality Studies, the theory curriculum is specially designed to match the practicals. While the basic process/ rules/ method / recipes are taught in theory classes, the students put their theoretical knowledge into practice during practicals. The recipes/ methods are explained to the students prior to the class. For Food Production and Bakery & Confectionery, a thorough pre-practical briefing, encompassing recipe proportions and balancing, duration and type of heat treatment, presentation, garnishing and calorie counts, is conducted by the course teacher. For Food & Beverage Service practicals, the history, method of preparation, hygiene and safety standards and the precautionary measures inculcated along with variations of Gueridon and Bar & Beverage Mixology are not only preached but also practiced. Each student is also subjected to several sessions in the computer laboratory for learning the Property Management Software 'Fidelio', to make reservations, Guest Registrations, Voucher and Invoice management and 'Night Audit', as a vital part of the Rooms Division Management Course, in Semester III/IV.
- In the HAFT Department to a large extent and in SCM to an even greater extent the teaching-learning is through practicals where the students have to work both collaboratively and interactively (in groups) as well as independently under the guidance of the teachers. The six events held during the year in SophiaHAFT are all organized by the students under the guidance of faculty in order to make them independent learners. In the case of the two main events, namely the Theme Dinner in the first half of the academic year and the Annual Exhibition Dinner in the second half, the students do the research in order to develop the extensive menus and to plan the décor, lay-out etc. In SCMSophia, the teaching-learning takes place almost exclusively through the hands-on method, with the students in groups doing interactive, collaborative projects, independently under the guidance of the faculty. Field trips are also organized by both departments.
- Since it is a post-graduate course, lectures in SCMSophia are more like class room discussions where students are expected to read the content before the class. Only half the day is dedicated to lectures, the other half is dedicated to practicals which students do collaboratively in small groups in subjects like radio, television and individually in subjects like journalism. In Fundamental Concepts, students file an RTI petition and then attend a discussion with an RTI activist so that they are already primed for the discussion.
- Our teaching-learning process, whether in SophiaHAFT or SCMSophia is fully student-centric for the student learns mainly by 'doing'.

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

- The entire teaching-learning process at SCMSophia is to nurture critical thinking, creativity and a desire to be life-long learners among its students with reference to social issues. For all guest lectures students are encouraged to do background research on the guest and prepare questions before the interaction so that they are motivated and engaged in the discussion. Students watch documentaries and participate in discussions with the film makers. Students work on the research and scripting of a 15-minute documentary supervised by an award-winning documentary film maker.
- The students of BSc Hospitality Studies and the full-time Certificate Course of Craftmanship in Bakery and Patisserie are encouraged to be creative in their chosen field. This is done by the various events they organize in which their creativity is encouraged. They are also exposed to demonstrations and workshops in new and creative types of cuisine, such as ‘fusion desserts’ etc. and encouraged to innovate and experiment for themselves through the experiments of the ‘mystery basket’ where they are given a set of ingredients and asked to create new recipes from these. Competitions of this nature to encourage creativity, innovativeness and the desire to be learners are organized. For example, every year Nestle has been holding such a competition in the College where students are invited to create innovative recipes and dishes using Nestle products.
- To develop critical thinking and enhance their analytical abilities, the students BSc in Hospitality Studies are exposed to case studies and situation handling. The students are assessed based on the uniqueness of each solution and during Food Production practicals their creative skills are gauged during plate presentation and garnishing. The students are encouraged to extend their thought processes beyond the parameters of regular thought by having brain-storming sessions during group discussions and group activity as a part of the Front Office practicals
- The students of BSc in Hospitality Studies are made aware of the latest technological innovations such as ‘combi ovens’, ‘molecular gastronomy’, and care of the various equipments and gadgets which they use in their day to day practicals. The students are made aware of the science behind cooking methodology, aeration methods, colloidal systems, action of heat on proteins, emulsification processes and food exposed to radiation & microwave cooking.
- In the initial stages of integration into our course, the students of BSc in Hospitality Studies are subjected to regular inputs regarding the parameters followed by ‘Green/Eco friendly Hotels’ these include waste management (dry and wet garbage segregation) using bio-degradable and

environment friendly products, rain water harvesting, grey water recycling, renewable energy and recycling aluminium, plastic and glass. The students realise the value of treating our environment as a heritage to be passed on to our descendents and reducing the overall carbon footprint.

- The programme B.Sc. in Hospitality Studies includes the course Food Safety & Nutrition, and the Certificate Course in Craftsmanship in Bakery and Patisserie has Food Science.

2.3.5. What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- In HAFT, for effective teaching the faculty use specialized software that relate to their respective industries. For example for the teaching of 'Front Office' the Fidelio Software is used. The faculty and students use Corel-Draw in order to prepare creative menu cards etc.
- All the teachers have access to computers and connectivity to LCD Projectors and internet. During the classroom sessions which are held, Power Point Presentations and audio visuals are screened with each student participating in interactive sessions by way of individual and group presentations.
- In BSc in Hospitality Studies, during laboratory practical sessions for Food Production & Bakery & Patisserie, the students under guidance participate in the indenting and checking the quantity of the ingredients as per the specifications provided, processing and heat application / cooking as per the recipes researched / provided. In addition journals are maintained for collated menus along with kilo calorie figures for nutritional content. During laboratory practical sessions for Front Office, the students under the guidance of the professor, get 'hands on' experience with the PMS-Fidelio demonstration package installed, which helps each student to create a computerized reservation based on the guest data/ profile, printing electronic confirmations, check-ins and registration, guest stay and check-out including guest billing and pre-billing formalities. The 'Night Audit' function is also taught as a part of 'End of Day'. During laboratory practical sessions for Food & Beverage Service, the students, under the guidance of the professor, design menus, plan scale models of buffet and table service layouts, learn 'Bar & Beverage Service', create recipes and demonstrate service of cocktail and mocktails and full 'Gueridon Service'.
- In the SCM Department Final Cut Pro software for digital video editing and Nuendo software for digital audio editing is used. Students are part of a class Google group that they are able to access on their mobile phones where updates are posted.

- Both SCMSophia and SophiaHAFT have laboratories in which the latest technology is utilized.
- We have a well-equipped computer laboratory with two full-time teaching faculty members. They provide training in computers, as is required for their fields, to our students of BSc Hospitality Studies and of the Certificate Course in Craftsmanship in Bakery and Patisserie; they also help the students with their projects which require the use of computers, latest software, and the internet.

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

- In SophiaHAFT guest faculty from the industry are invited from time to time to give guest lectures or workshops. They also plan events through the year and thus hone their skills as chefs, managers, waiters etc. The additional workshops held during the past few years are as given below:

Workshops 2014 – 2015

Date	Workshop	Conductor
7/7/2014	Introduction Of ‘Clefs D’Or’	Team Of Concierge -Luxury Hotels of Mumbai
1/8/2014	Chocolate Making and Garnishes	Chef James Olivera – Morde Chocolates
8/8/2014	Introduction To Wine Tasting	Mr. Bruno D’Souza – Wine Sommelier
11/9/2014	Bakery Workshop- Pastries	Chef Oliver Mahut – Le Cordon Bleu- Sydney
5/11/14 7/11/14	Sugarcraft – for Craft Bakery	Chef Trudy Remedious
19/11/14 21/11/14	Sugarcraft – for TYBSc	Chef Trudy Remedious
9-10 April ‘15	Chocotate Garnishes and Cake Decoration – Craft Bakery	Bakersville India Pvt. Ltd.
2014-15	10 Sessions On Personality Development, Grooming, Group Discussion.	Mr. Hugo D’Souza
2014-15	Workshops for F.Y, S.Y., T.Y., and Craft Bakery	Energia Well Being
17-19 April 2015	Additional Bakery Workshop For FYBSc class	Mr. Dilraj and Ms Mahafrin
23-25 April ‘15	Additional Bakery Workshop For SYBSc Students	Ms Hufriz and Mr. Linus
7/4/2015	Classical Desserts in Contemporary Style – for Craft	Chef Savio Fernandes

	Bakery	
--	--------	--

Workshops 2013 – 2014

Date	Workshop	Conductor
2/7/2013	Introduction Of ‘Clefs D’or’	Team of Concierges From Luxury Hotels Of Mumbai
26/8/2013	Spanish Cuisine By European Union	Chef Nicholas
4/2/2014	Sushi / Dimsum Workshop For T.Y.Haft At Hotel Intercontinental Marine Drive	Chef Paul Kinny
5/2/2014	Sugar Craft Workshop For T.Y.Haft	Chef Trudy Remedious
4/3/2014	Workshop On Live Exotic Fusion Dessert	Chef Savio Fernandes . J.W.Marriott .
26/3/2014	Ashirwad Ceremony For T.Y. Haft	At Bhabha Hall
17/3/2014 18/3/2014 18/3/2014	Bakery Workshop For FYBSc	Ms Hufriza and Ms Nisha
24/3/2014 25/3/2014 26/3/2014	Bakery Workshop For SYBSc	Mr. Linus and Mr. Dilraj
July- August 2014	Workshop On Personality Development 10 Sessions	By Mr. Hugo D’souza

Workshops 2012-2013

Date	Workshop	Conductor
11/6/2012	Workshop For Staff	Dr. (Sr.) Livi Rodrigues
13/9/2012	Workshop On Innovative Dessert	Chef Savio Fernandes

Workshop 2011-2012

Date	Workshop	Conductor
12/8/2011	Fusion Dessert	Chef Savio Fernandes

Workshops 2010-2011

Date	Workshop	Conductor
5/8/2010	Workshop On North-West Frontier Cuisine	Ms. Meher S Dasondi
6/8/2010	Sushi Demo	Tet Suma
20/8/2010	Make Up And Grooming	

	Session For Girl Students	
	Ten Sessions On Soft Skills	Mr. Domnic Costabir
21/12/2010	Workshop On Skin And Grooming –TYBSc Students	Gorgeous Skin Clinic
3/1/2011	Latest Trend In Hotel Industry For FYBSc students	Thomas Cook
5/1/2011 6/1/2011	Work Shop On Vegetables For TYBSc class	Mr. Khan
21/1/2011	Seminar On Higher Education Abroad	Edwise Overseas
27/1/2011	Seminar From Culinary Institute - Canada	Mr. George Brown

- In SCMSophia besides the special lectures or seminars, much of the teaching and training is done by visiting faculty from the Media Industry. Students are supervised in their organisation of ‘Media Mirror’, an event for undergraduate students interested in the media; this gives them an opportunity to practice their event management skills. The event features master classes on photography, digital video, copywriting, creative writing and so on and panels on media and social change, media and gender, digital media etc.

2.3.7. Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

- The services of a trained counsellor are available and any student who wishes to meet the counsellor can make an appointment and do so. Sometimes the class teacher or faculty mentor suggests / refers a student to the counsellor. In 2014-15, 70 counselling sessions were held by the counsellor.
- Mentoring is provided to each and every student of our full-time courses by the faculty. In the HAFT Department, each student of BSc Hospitality Studies has a faculty mentor besides the class teacher who follows up the students. The mentors maintain records of students, especially those who have special needs or problems. The students of the Certificate Course of Craftmanship in Bakery and Patisserie have a class-teacher who follows each student closely. Some students are even referred to the Vice-Principal / Principal for special guidance, advice and / or follow up. Both the Vice-Principal and Principal interact with such students.
- The sessions in personality development and the training in group discussions is provided to all the students of the Third Year BSc in Hospitality studies.
- In SCMSophia the class size is small and every student is closely followed up by the faculty.

2.3.8. Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- The Institution gives full freedom to the faculty to adopt new and innovative approaches in the teaching-learning process. For example, many additional workshops are organized by the HAFT Department, given that these workshops are in either Food Production or in Bakery, such workshops are expensive, but the Institution fully encourages the conducting of such workshops and the students are not charged for these. Also, the Theme Dinner and the Annual Exhibition Dinner, for both of which the students under the guidance of faculty do extensive research and prepare large menus, are expensive (the Theme Dinner costs about Rs. 2 lakhs and the Annual Exhibition Dinner between Rs. 6 to 8 lakhs). Before the menus of these are finalized, staff and students do 'trials' and they test out each proposed item for the final menu before the menu is finalized. This undoubtedly encourages and motivates both the faculty and the students to be innovative.
- To improve students understanding of citizenship and civic issues, students of SCM complete a constructive complaining assignment in which they identify a civic issue in their neighbourhood, find out the civic authority e.g. BMC (Bombay Municipal Corporation), the railways, etc and lodge a written complaint and track its progress. One such complaint lodged by a student in 2013-14 led to the closing of a gap in the wall of Matunga railway station (used by passengers instead of the foot over bridge) and the saving of countless lives.

2.3.9. How are library resources used to augment the teaching-learning process?

- For the courses conducted by SophiaHAFT, due to information technology and the information superhighway namely the internet, the usage of the library is more for reference manuals and assignments involving authentic specialty menus and recipes. Most reference manuals have compact disks and digital versatile disks to augment the printed component which is also sought after by an enthusiastic student wanting to perfect an assignment or a presentation.

Since the BSc in Hospitality Studies course incorporates theme lunches, festival dinners and hard core referencing of Food & Beverage menus, authentic recipe researching and widening the overall knowledge base, the library is a necessary component in the curriculum. Situated on the ground floor of the Polytechnic building, the air-conditioned library is indeed an oasis of knowledge. There is an immense collection of reading material which includes reference

journals, periodicals and encyclopaedias much required by the students to have the competitive edge for securing job placements.

The library also subscribes to magazines and journals particularly related to Food, Bar & Beverage, which keeps the staff and students updated on the new happenings in the Hospitality Industry.

The students are entrusted with additional responsibilities during our special events namely our theme dinner, the annual exhibition dinner and special events and workshops. This involves doing extensive research from food and theme encyclopaedias in our library. The theme selected is based on the cuisine of the country to be portrayed for the main theme. The recipes to be researched for the food trials, the menu and placemat design, costume design and history of folklore, are all available in the different sections of the library.

The University of Mumbai, to which our B.Sc. in Hospitality Studies programme is affiliated to, prescribes certain reference manuals which are available in our library, making it necessary for the students to include library time in their busy academic schedule

- As a post graduate course, SCMSophia relies on scholarly books in addition to text books. Our collection of rare photography books is unique in the city. We receive requests from masters and PhD students for access to our collections of film books. We also have a collection of documentaries and films on DVD. Students complete a book report for their film class.

2.3.10. Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

- In BSc Hospitality Studies we do face a challenge in completing the curriculum within the dates of term fixed by the University. In order to counter this, we cut short the Diwali vacation by one week (the Institution takes only a two-week vacation at this time, while the University calendar provides for a three-week break). Also, in order that the term-time is utilized fully on the curriculum, extra workshops etc. that are planned are held after the semester end examinations are over.

Research for the theme lunches, the theme dinner, the annual exhibition dinner and the ensuing food trials are done beyond regular academic timings. Extra classes and tutorials are taken on a 'need based' basis after college hours.

- In SCM also there is a constraint in fitting in the vast curriculum within the time-frame. The Department meets this challenge by working extra hours; for example, the students work in the studio for their documentary projects even up to 9.00 or 9.30 p.m.

2.3.11. How does the institute monitor and evaluate the quality of teaching-learning?

- This is done through the Plan Books / Log books.
- This is also done by getting student feedback through the TAQs.
- The SCM Department takes feedback from its students four times during the academic year.

2.4 Teacher Quality

2.4.1. Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Looking at the permanent faculty the figures would be as follows:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc/D.Litt							
Ph.D.	0	3	0	0	0	0	3
M. Phil	0	0	0	0	0	0	0
P.G.	0	0	0	0	4	4	8
Temporary teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

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

- Ours being a College with two very specialized fields, namely Hospitality Industry and Media, our focus is on the emerging areas in these fields.
- The SCM Department being aware of the need to be up to date in the field of media and of the need for senior faculty, relies a lot on

visiting faculty from the field of Media some of these are very well-known media personnel. In fact SCMSophia has been commended by no less a scholar than Ramchandra Guha in his article in EPW about being a model for urban institutions in the way it draws on the expertise of well-known professionals in the field. Since SCMSophia is a course that is four decades old, many of our alumnae are in high positions in the industry, they and their professional networks play an important role in the knowledge networks of SCMSophia. For instance, when we were setting up a broadcast news production control room, our alumna who had 10 years experience in managing NDTV's production control room contributed her time and expertise.

- In the field of Hospitality our very good links with the industry enables us to get senior professionals from the industry to come and conduct workshops on emerging areas in the field of Hospitality. These include the 'concierge service' which is now offered by all top hotels. Each year the 'Clefs d'Or', the association of concierges, conducts a workshop on this field in our college. New trends in food production and bakery are also demonstrated through workshops by leading professionals from the Hotel Industry. The students are also made aware of the latest technological innovations in the hospitality industry such as 'combi ovens', 'molecular gastronomy', 'foam garnishes', 'blow torch glazing' and so on.

2.4.3. Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes Number of faculty nominated

Refresher courses

HRD programmes

Orientation programmes

Staff training conducted by the university

Staff training conducted by other institutions

Summer / winter schools, workshops, etc.

- Given the fact that ours is a new, small college, receiving no government grants and teaching courses of a very specialized nature, our faculty are not eligible to apply for the Orientation Courses organized by the Academic Staff College of the University of Mumbai. No Refresher Courses are organised by the Academic Staff College in these fields. However, the faculty members of the BSc Hospitality Studies do attend syllabi related workshops that are organized by the Board of Studies in Hospitality Studies. Faculty members are also encouraged to attend workshops or training programmes organized by the respective industries. Examples of these are listed below:

Academic Year 2014-2015

In July 2014, Ms Hufriz Bulsara attended a short course on 'flexi lace' decorations at Squires International School of Sugarcraft, Manhem, Surrey, UK. On 21st November 2014 Mr. Linus D'Silva attended a workshop on Chocolate and Chocolate fillings conducted by 'Frey-Swiss Chocolate Company. This was held at Sheila Raheja Institute of Hospitality Management, Bandra. On 2nd May 2015, two of the HAFT faculty, namely Mr. Linus D'Silva and Ms Nisha Rodrigues attended a one-day workshop conducted by Bakersville India Pvt Ltd. at Jaswantiben Vinod Goradia Hall in Vile Parle, Mumbai. The workshop was on Live Cake Making, Chocolate Art and new techniques in cake and chocolate decoration.

Academic Year 2013-2014

Our staff members Mr. Daruwala and Mr. Velati, along with Mr. Hiten Savla of the computer laboratory, attended a workshop organized by the Mumbai University on 21st September 2013. The main topic was the smooth transition from the manual system of delivery of the examination papers to the 'Digital Exam Paper Delivery'. The Faculty of B.Sc. in Hospitality Studies were invited by Trident Hotel BKC on 15 February 2014 for 'Bridge', an interactive event hosted by the Oberoi BKC. The staff of various catering colleges and the Oberoi Training and H.R team discussed mutually beneficial ideas for enhancing the Training and Job placement scenario.

Academic Year 2012-2013

April 2013 a workshop was held at the Ramanath Payade college of Hospitality Studies. The main topic of discussion was the communication of the 'credit system' and the incorporation of standard grade cards for all colleges. The main speakers were Dr. Madhuri Pejawar (Dean of the Science Faculty) and Mr. Abhijit Kale, head of the Information Technology department. This meeting was attended by all our staff members and Dr. Rakshit.

Academic Year 2011-2012

Dr. Rakshit and Ms Dopati Banerjee, course coordinator, attended the principals meet held at Anjuman-I-Islam in June for the preliminary discussions for the revamping of the syllabi of B.Sc. in Hospitality Studies affiliated to Mumbai University. On 3rd August, Mrs. Dopati Banerjee attended the second 'Principals Meet' at ITM Kharghar to propose an upgradation of the Mumbai University syllabus.

- SCMSophia mostly employs visiting faculty who are at the top of their profession. The fulltime faculty is motivated to keep abreast of research in their area through attending conferences and contributions as consultants.

- b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**
- _ Teaching learning methods/approaches
 - _ Handling new curriculum
 - _ Content/knowledge management
 - _ Selection, development and use of enrichment materials
 - _ Assessment
 - _ Cross cutting issues
 - _ Audio Visual Aids/multimedia
 - _ OER's
 - _ Teaching learning material development, selection and use
- On the first day of the academic year, a session is organized for all the faculty on some topic relating to their role as faculty members in keeping with the vision, mission, goals and objectives of our Institution. Thus,
 - At the beginning of the academic year 2013-14, 10th June 2013, Dr. Rupa Shah, former Vice-Chancellor of SNDT Women's University, Mumbai, and a Senate member of the University of Mumbai currently, conducted a session for the faculty on their profession as teachers.
 - At the commencement of the academic year 2014-14, on 9th June 2014, Dr. (Sr.) Anila Verghese conducted a session on "St. Madeleine Sophie, Sacred Heart Educational Philosophy and Sophia Polytechnic's vision, mission, goals and objectives"
 - A session has been organised for 12th June 2015 (at the beginning of the academic year 2015-16) by Dr. Amrita Dass, Founder Director of the Institute of Career Studies, Lucknow.

c) Percentage of faculty

Including Principal and Vice-Principal, there are 11 full-time faculty members in the college, of these:

- * **invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 20%**
- * **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies: 20%**
- * **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 20%**

2.4.4. What policies/systems are in place to recharge teachers? (e.g: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- Given the fact that ours is a new, small college, receiving no government grants and teaching courses of a very specialized nature,

we do not have the resources as yet to provide research grants etc. Nor in the University rules etc. is there any provision for Study Leave. However, the Institution does grant Duty Leave to staff who wishes to attend seminars, upgrade their skills and knowledge by industrial engagement or specialized programmes.

2.4.5. Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

- Given the fact that ours is a new, small college, receiving no government grants and teaching courses of a very specialized nature, our faculty would not be eligible to apply for such awards at the state or national level.

2.4.6. Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- The TAQs (Teacher Assessment Questionnaires) which are filled in by students is a method of evaluation of teachers by students. Every faculty member is assessed in this manner around once in two years at least. In the Questionnaire there is a quantitative part and a section for qualitative comments by students. The latter are collated. The faculty member concerned receives a copy of the TAQ results that pertain to him / her. These are discussed with the concerned teacher by the Principal and suggestions are made as how to improve the quality of the teaching-learning process.
- As far as external peer evaluation, we have introduced the 'Supervised Lectures' by Principal / senior faculty. But this has not been implemented as yet on a wide or general level. It has mainly been used in the case of junior teachers in order to give them feedback as how they could improve their teaching-learning methods.
- The maintaining of Plan Books / Logs is also a method of checking by external peers.

2.5 Evaluation Process and Reforms

2.5.1. How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- After the induction of every new batch of students, for each of the courses, there is an Orientation Programme (which not only the new students but generally even their parents are invited to attend). The

various aspects of the course, including the system of examinations and continuous assessment is made known.

- The students are informed in class by the class teachers and notices are also put up regularly about examinations, and even tests, assignments, journal submission dates etc.

2.5.2. What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- The University has adopted the semester pattern with continuous assessment, i.e. both internal assessment as well as the final semester end examinations. The college, too, follows this system.

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

- Tests and examinations are held on time and as per schedule. The calendar of the year / semester of each department lists important dates that pertain to the department. The results are also declared on time.

2.5.4. Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

For all our full-time courses the students undergo both formative and summative evaluation. However, in the short-term Dynamics of Bakery and Patisserie, the assessment is only summative by way of a practical examination at the conclusion of the programme.

- For the full time courses, Formative Evaluation takes place through the Assessment and Evaluation of the student throughout the course, namely through Internal Assessment which is mandated. The teachers adopt flexible and creative ways of Formative Evaluation, not just testing the theoretical knowledge but also the practical knowledge of the students through the various internal assessment tests. In the case of SCM there are also the class projects. In the SCM course, the formative evaluation tests the ability for independent and critical thought, skills of various kinds, the ability to work together in a group and so on.
- Summative Evaluation takes place through the Assessment and Evaluation of the student at the end of the course, through Semester End Examinations. The summative assessment process for BSc Hospitality Studies and SCM is carried out in accordance with University regulations. Information regarding the semester-end

examination and the question paper pattern are shared by the staff during the lectures.

As per the University rules, the students of BSc Hospitality Studies and SCM who have failed or have not appeared for either the internal assessment or examinations, appear for the additional examination after the declaration of the results.

2.5.5. Detail on the significant improvements made in ensuring rigour and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

- As far as SophiaHAFT is concerned, the information is as follows:
In 2009 at the time of the affiliation of our course in B.Sc. in Hospitality Studies to the Mumbai University, the ratio of the internal assessment component to the external assessment (theory paper) was 20:80; the total being 100 marks. The 20 marks of the internal component were arbitrarily allotted based for class tests and class conduct.

In 2011, a resolution was passed in the academic council, Mumbai University, where it was decided that the ratio of the internal assessment component to the external assessment (theory paper) was to be made 4:6, the total being 100 marks. The 40 marks of the internal component comprised

Test: 20 marks

Assignment : 10 marks

Class conduct: 5 marks

Active Participation: 5 marks

40 marks

During the academic year 2014-2015, a resolution was passed in the academic council, Mumbai University wherein it was decided that the ratio of the internal assessment component to the external assessment (theory paper) be changed to 2.5:7.5 (25 marks for internal assessment and 75 marks for external assessment)

The 25 marks of the internal component comprised

Internal Assessment test: 20 marks

Class conduct & Active Participation: 5 marks

40 marks

The students are informed of the internal assessment component and its break up at the beginning of the term. The internal test covers the units mentioned in the syllabi and the date for the test is displayed on the notice board 15 days in advance. For students who miss this test due to a valid reason, or for those who do not secure a minimum number of marks to pass, another test is scheduled for them.

From the academic 2014-2015, the Certificate Course in Craftsmanship in Bakery and Patisserie has also incorporated the ratio of the internal assessment component to the external assessment (theory paper) being 4:6, the total being 100 marks. The 40 marks of the internal component comprises of

Test: 20 marks

Assignment: 10 marks

Class conduct: 5 marks

Active Participation: 5 marks
40 marks

- All assignments at SCMSophia are graded with constructive criticism so that students are aware of how they can improve their work. A strong culture of feedback exists so that students are able to approach faculty for clarifications. Students complete both group projects and individual assignments and individual exams so that they can be assessed both for team work capabilities which are needed in the media industry as well as individual skill and effort.

2.5.6. What are the graduate attributes specified by the college / affiliating university? How does the college ensure the attainment of these by the students?

- The main graduate attribute that we specify at the college level is that on graduation / completion of the course the students must have the professional knowledge and skills to be employable and to get placements. Professionalism is also an attribute that we expect from those who graduate from our Institution. The college tries to ensure the attainment of these by a very rigorous programme and by imparting the varied skills and knowledge that a person entering the respective industry, whether it be the Hotel Industry, the Media Industry or the Bakery Industry should have at the entry level. In order to impart these, we give them more than even what the syllabus requires. For example in BSc Hospitality Studies various workshops and events are planned through the year. The students of the Certificate Course of Craftsmanship in Bakery and Patisserie also have additional workshops, competitions, guest lectures or demonstrations etc. The internships / specialisation that are a compulsory component of all our full-time courses ensure that students are exposed to the demands of industry.
- The wearing of uniform, as is the practice in the Hotel / Bakery Industry, by staff and students also helps to inculcate a professional sense and it instils in them the importance of hygiene, grooming etc. Providing sessions in personality development and in how to take part in group discussions to the Third Year BSc students is also a means of helping the students to be more ready to face interviews and group discussions for job placements.
- The curriculum of SCM exposes the student to all the areas of the

Media industry and thus gives them the broad skills required. Through the specialization internships the student can get in-depth knowledge and exposure to any one area of the Media industry in which he / she is more interested.

Through years of interaction with media professionals, SCMSophia finds that lateral mobility, i.e. platform agnostic skills, are highly valued. This means that SCMSophia students are able to keep pace with the technological changes in the industry and make the transition from print to television to digital media since they possess the fundamental skills for success in any medium. In order to make students future ready, SCMSophia focuses on information gathering skills, visual skills and a social perspective focused on human rights. Students are exposed to technology in the form of high definition digital cameras and editing software so that there is an ease and familiarity with technology.

2.5.7. What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

- At the college level there is an Examination Committee and students in case of any grievance can approach the committee. Moreover, ours being a small college with close interaction between the Principal, Vice-Principal, Head of Department and faculty members with the students, they can directly approach either the Head of Dept. or even the Vice-Principal / Principal in case of grievances of any kind, whether related to evaluation or any other matter.
- For grievances at University level, students are encouraged to apply for re-evaluation and assistance is provided accordingly by the teachers and the college administration.

2.6. Student performance and Learning Outcomes

2.6.1. Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

- The learning objectives at the college level are given in the goals and objectives of the college which are displayed in the prospectus etc. Among these of great importance is the imbibing of 'professional skills' and knowledge in the chosen line 'through an education that is holistic, value-based and creative in the pursuit of excellence'. During the orientation programme that is held at the beginning of the year, the Principal explains the vision, mission, goals and objectives of the college and informs the students of the various

opportunities available to them to meet these learning outcomes.

- The heads of the departments and the teachers spell out the learning outcomes while introducing the syllabus and in class and at practicals during the course of the year. Expectations and marking scheme for each paper are given to students at the beginning of each semester while introducing the syllabus of the paper to enable the students to prepare for internal and external assessment and examinations.

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

- The attendance and academic performance of the students in the full-time courses is monitored regularly. Lists of those with less than the required minimum of attendance are prepared each month and are displayed. The students / parents of those who are defaulting in attendance are informed via letters. The results of the internal assessment and semester end examinations are declared on time and these are communicated via the notice-board as well as by the mark-sheets that are distributed. Those who have failed in one or more paper are given the opportunity to appear for the 'additional examination' as per the University rules. Such examinations are held within a short time after the declaration of the semester results. The results of the additional examination is declared very soon after the examination is held.
- The pattern of assessment and examinations changed from the annual system and the system of marks to the semester pattern and the system of grades in 2013-14. Hence, it is not possible, in the case of the BSc in Hospitality Studies to provide an analysis of students' results / achievements. However, from 2012 onwards when the first batch appeared till 2014 we have secured 100% results in the University examinations. In 2014-15, one student out of the batch of 61 did not clear one paper in the Semester V University examinations due to ill health and hence for this examination our pass percentage is 98%. The results of Semester VI are awaited.
- As far as SCM is concerned, this course has come under the University pattern, with the semester and grading system, only from 2014-15. Hence an analysis of students performance over the past four years cannot be given.

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

- In our mission and goals the imparting of professional knowledge and skills is given great emphasis through an education that is holistic, value-based, creative and excellent. The intended learning outcomes is that we turn out graduates who have the professional skills and knowledge in their chosen field and who have received an all-round, excellent education that has been creative and one in which values have been given importance. Our teaching-learning strategies keep these learning outcomes in mind whether it is in the HAFT Department or in the SCM Department. In our assessment, too, we are assessing how far the students have acquired the professional skills and knowledge in their chosen field. When it comes to the assessment of the students' practical work a lot of importance is given to creativity and all-round excellence whether it is in concept, in execution or in the final presentation. For example, in BSc Hospitality Studies the Event Management Component of Semester VI is taught experientially by giving the students opportunities to plan, organize and work for small and big events right from their first year onwards. In the Food and Beverages practicals, a 'mystery basket' is presented to the students and each one has to create his / her own recipes and products using the ingredients in the mystery basket. Additional workshops, guest lectures and demonstrations are also held in order to give the students professional skills and exposure to the new trends in industry. Besides these, the students of the full-time courses of HAFT do an internship in industry and are mentored during the same by faculty.
- As discussed before, SCMSophia believes in a 'learning through doing' model. For instance in print journalism students undertake beat assignments in which each student is assigned a beat area that she is not familiar with. The student gets to know the area, its people and their problems all on her own, turning to the faculty member only when she is unable to navigate this on her own. Safety is always paramount. In navigating the complex geography of the city and its suburbs, our students build skills that are of lifelong value to a media person such as curiosity, independent travel, an ability to seek and decode answers and an ability to engage with formal and informal authority, all within the specified deadlines making our students not only competent media professionals but also persons of strength and compassion who can play a leadership role in their families and communities.
- Besides those mentioned above, the other teaching methods adopted to improve Student Learning by SophiaHAFT:

All the teachers have access to computers and connectivity to LCD Projectors and internet. During the classroom sessions which are held, Power Point Presentations, and audio visuals are screened. Students, too, make individual and group presentations. During laboratory practical sessions for Food Production & Bakery & Patisserie, the students participate in the indenting and checking the quantity of the ingredients as per the specifications provided, processing and heat application / cooking as per the recipes researched/ provided. In addition journals are maintained for collated menus along with kilo calorie figures for nutritional content. During laboratory practical sessions for Front Office, the students under the guidance of the professor get 'hands on' experience with the PMS-Fidelio demonstration. During laboratory practical sessions for Food & Beverage Service, the students under the guidance of the professor, design menus, plan scale models of buffet and table service layouts, learn 'Bar & Beverage Service', create recipes and demonstrate service of cocktail and mocktails and full 'Gueridon Service' etc.

The students of the Certificate Course in Cratmanship Bakery and Patisseire, as part of their Semester II examinations, create and design wedding cakes and also create desserts from mystery baskets provided to them.

2.6.4. What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

- Our courses are focused on training the students for job placements as well as for entrepreneurship and innovation. As far as job placements are concerned, besides the internships that are done by the students of the BSc in Hospitality Studies as well as by those of the Certificate Course of Cratmanship in Bakery and Patisserie, as part of their course, there is a well organised placement programme for the former. In the case of SCM, the students do a month's 'specialisations' in one area of the media industry and placements are also done. To train in entrepreneurship, we have the various 'events' organised by the students of the HAFT Department. The students of the Certificate Course in Cratmanship in Bakery and Patisserie also have a bakery sales counter during the four days' of the annual exhibition of the institute. To train the students, both of the BSc in Hospitality Studies and those of the Certificate Course in Cratmanship in Bakery and Patisserie, in innovation and research, they are encouraged to search for new recipes and new ways of presenting food items for the big events they organise such as the theme dinner and the annual exhibition dinner. Some of our students after completing their studies at HAFT, go on to set up

their own businesses in the field of Food or Bakery products.

- SCMSophia has a strong alumnae body which provides a network for students no matter which part of the world they choose to live and work in and no matter which area of the media industry they work in. When our young alumna from the 2006-7 batch, Anagha Rajadhyaksha, co-founded the Ping Network, which is now a bouquet of 400 channels on youtube, she turned to the alumnae network to recruit both senior and junior level professionals. This network also helps in student placements and mentorship. SCMSophia also takes the lead in sending student work to film festivals so that the world can see and benefit from our socially relevant documentaries.
- In SophiaHAFT, the job placements as well as arranging for internships is done in a very systematic manner. During the first half of the year the Head of the Department and the Placement Officer and the faculty in charge of Industrial Training (internships), visit the luxury hotels to renew the relationship which the institute shares with the industry. The schedule for visits is divided zone wise (hotels in North Mumbai and hotels in South Mumbai). Appointments are secured with training managers, H.R. managers and HR executives.

The whole placement process involves many stages:

a) Preliminary procedure for campus recruitment and industrial training

- Sending Emails to secure appointments and confirm dates for visit. Visits to these hotels then take place for meetings with the H.R. and Training Personnel in order to fix dates for Job Placements interviews and Industrial Training interviews at campus or at the hotel property.

- Liaising with the hotel's Human Resources department by sending and receiving a series of Emails for confirming tentative dates for recruitment either at our campus or at the hotel, meal preferences for the interview panel and arranging in house venues for psychometric evaluation tests and entrance tests and their supervision schedules, audio/ video infrastructure for general presentations and interview rooms.

b) Actual campus recruitment and industrial training procedure

Receiving the interview panel on campus and arranging for their parking. Ensuring that all in house venues required for the different stages of the interview procedure (audio visual presentation, classroom setup, and interview rooms / group discussion rooms) are set.

c) Post campus visit for job placements and industrial training

Communication via email for subsequent interviews with department heads at the property, for interviews with regional

heads / General Managers, and coordinating with the hotel for subsequent 'food preparation tests' for the food production candidates (sending menus and indents to the hotel chefs in advance via Email / courier, so that the hotel has the ingredients ready on the date and time requested).

- Follow-up on pending interviews for short-listed students and 'offer letters' for selected candidates, and sending signed offer letters back to the hotel via courier.

The last step is the preparation of the job placement and industrial training summary sheets.

- For HAFT students wanting to be entrepreneurs, career guidance is provided along with certain viable inputs with reference to restaurant, room and lobby layout, kitchen planning and designing along with equipment procurement, and plumbing/ ventilation/ blower & exhaust systems.

2.6.5. How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

- We have regular internal assessment at both theoretical and practical levels. This is evaluated and analysed at the departmental level and further follow up and action taken as per need. Students who appear to be in need of some assistance are given help as needed.
- For BSc in Hospitality Studies, after the semester end examinations, an examination committee meeting is convened to discuss the performance of the students. The unsuccessful students are focused upon and ordinances within the parameters of the guidelines of the Mumbai University are applied wherever necessary. If required, resolutions are considered and passed. The academic scores are sorted and the performance of the student in each subject is analysed and gauged. The courses where the students are not performing well are scrutinized and the course teacher is consulted for suggestions on how to improve the grades, e.g. the 'Hotel Accountancy' course of Semester II had the maximum number of unsuccessful students. The course of action to remedy this was to give them introductory inputs in the course through the first semester, to generate an interest in the subject, and to create a base for the non commerce students.
- As explained earlier, SCM students complete four rounds of feedback at various points in the course, through this SCMSophia is made aware of students views. Individual and group projects provide evidence of student learning. SCMSophia follows the creative process of working in drafts.

In this method, many of the larger projects are done in small groups with faculty supervision over a period of time so that faculty is able to monitor and take corrective action for every draft of work submitted. This is a labour intensive process, but is the method used in the industry and is useful to the students.

2.6.6. How does the institution monitor and ensure the achievement of learning outcomes?

- A core learning outcome of our courses is to train the student to become a professional in the respective field by providing them with the necessary professional skills. The different kinds of skills, knowledge and competencies required for the same are woven into the designing and teaching of the entire academic programme, which include activities which even go beyond the syllabi. Another learning outcome is the all-round or holistic development of the student and the fostering of values and creativity. The activities and facilities provided under the Sophia Cooverji Hormusji Bhabha Programme of Ethics and Spirituality as well as the wide variety of activities organised at the departmental levels throughout the year are aimed at fostering these learning outcomes.
- For every project, SCM students make a presentation in front of all their peers and in the presence of industry experts so that they are also able to learn from each other's efforts and observe the experts reactions to their work. These evaluations are attended by faculty members who are able to implement required measures.
- The TAQ system has been incorporated and the students rate each teacher based on certain parameters e.g. clarity of communication and diction, knowledge of subject etc. The collating of the result and analysing the grade of the faculty member is undertaken by an external agency. The faculty member concerned receives a copy of the TAQ results that pertain to him / her. These are discussed with the concerned teacher by the Principal and suggestions are made as how to improve the quality of the teaching-learning process and the learning outcomes.

2.6.7. Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

- On-going assessment enables the staff to realise the weaknesses / lacunae in the programme and or curriculum and also the specific needs of that group of students. The teachers make an effort to fill

in these gaps as far as possible. Examination results are routinely analysed and the results of this are fed into the planning process for the next academic year.

- At SCMSophia the practicals are structured in such a way that the learnings in one subject build capacity for related subjects, for example familiarity in using the HD cameras learned in the radio television practicals helps the students in the broadcast journalism practicals where students take the HD cameras out into the field. Students awareness of visual techniques learned in photography are put to good use while creating the social awareness campaigns in advertising.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include: NIL

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1. Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

NO

3.1.2. Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

- Ours is a small college. Also, the courses offered are of a professional nature and are not purely academic ones. Hence, research as may be conducted in Arts and Science Colleges is not possible for us. To date, we have no research committee.
- Further, a point to be noted that research conducted either by faculty and students of SCMSophia or SophiaHAFT is of an applied nature and specific to their respective fields. The only faculty member who does the more conventional type of research is the Principal, who is a Historian of both national and international standing. Her field of expertise is Vijayanagara and the post-Vijayanagara periods of South Indian History, with the special focus on art, architecture and religion. Dr. Sunitha Chitrapu, Head of the SCM Department, also engages in research related to her field.

3.1.3. What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

_ **autonomy to the principal investigator**

_ **timely availability or release of resources**

_ **adequate infrastructure and human resources**

_ **time-off, reduced teaching load, special leave etc. to teachers**

_ **support in terms of technology and information needs**

_ **facilitate timely auditing and submission of utilization certificate to the funding authorities**

_ **any other**

The two members of the faculty who are into 'research' as understood conventionally are the Principal, Dr. (Sr.) Anila Verghese, and Dr. Sunitha Chitrapu, Head of the SCM Department.

Dr. (Sr.) Anila Verghese is given full autonomy by the Management to carry out her research. She has her own research funding, which is not linked to the Institution, and hence does not require availability or resources from the institution nor timely submission of utilization certificates through the Institution, nor does she require human resources for the same, except occasionally help from the

staff of the computer centre for lay-out of photographs etc. in her research material and she is given this assistance as and when required. As for infrastructure, she uses her office computer for her research work as well. She also meets the students she is guiding for the PhD in her office. As for time off, she is given time-off as required, e.g. in the month of January she is given ten to twelve days off for field work. She has also been assigned leave as and when required to present papers at international or national seminars and conference. To mention the times of leave taken for research work since she became Principal in mid-November 2013:

- For a field trip to central Tamil Nadu from 15th to 25th January 2014
- For a senior guest professorship at the Department of Indology, University of Würzburg, Germany, October 21 to November 1, 2014
- For a field trip to northern Tamil Nadu and Karnataka from 5th to 15th January 2015
- to deliver a special lecture on ‘Vijayanagara Art and Architecture: An Overview’ at the Two Day UGC Sponsored National Seminar on “Vijayanagara Empire and Medieval South Indian Social Formation: New Themes, Perspectives and Approaches”, held on 6th-7th February 2015, organized by the Department of History of St. Joseph’s College for Women, Alappuzha, Kerala.

While she is out of the Institution on research work, the Vice-Principal officiates and extends full help by taking responsibility for the running of the Institution.

In the case of Dr. Sunitha Chitrapu, she has been granted duty leave from the Institute to present papers at seminars. For example, she presented her research on “Globalization & Production Crews in Mumbai’s Media Industries”, at the International Conference on ‘India at Leisure: Media, Culture and Consumption in the New Economy’ held on 9th-10th February 2015, at Jamia Millia Islamia, New Delhi. She is also given autonomy to share her expertise through helping in course design of another media course and of being a visiting lecturer in another institute. Details of these are as given below:

- a) Courseware: Chitrapu, S. (2013). Political Economy. *Communication Theories and Research*. Courseware for MA in Journalism. New Delhi: IGNOU.
- b) Visiting lectures: “Political economy of the media and media institutions”, School of Media and Cultural Studies, Tata Institute of Social Sciences, Mumbai, from 2011 onwards.

No funding for any of the above research was routed through the college; hence the question of timely release of resources, of submission of utilization certificates etc. does not arise. Also, no

infrastructural or human resources of the Institute needed to be utilized for the above mentioned research, except for the use of the institute computers and occasionally of the institute telephone facilities for the same. No constraints on the use of these have been faced.

3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- In the case of the HAFT Department, whether the students are doing the three-year BSc in Hospitality Studies or the one-year Certificate Course in Craftsmanship in Bakery and Patisserie, the courses are very practical in nature and are geared to the job market. The type of research that is possible in the pure or applied sciences, social sciences or humanities is not feasible in the subjects of Hospitality Studies or Bakery. Hence, when one discusses how a scientific temper and research culture and aptitude are developed among the students of these courses one has to think in a very different manner from what one would expect in an arts / science college. The research in the areas of Hospitality and Bakery are practical and experimental in nature. The staff members of the HAFT department encourage the students to think out of the box when it comes to recipes, presentation of food items, planning of events etc. The students are encouraged to innovate, to experiment and to do 'research' beyond what is fixed as per the syllabi of the respective courses. This is done in a variety of ways; a few examples are listed below:

- Every year the students organise two big events, namely the 'Theme Dinner' and the 'Annual Exhibition Dinner'. For example in 2013 the Theme Dinner was on Mughlai Cuisine and was entitled 'Shahi Iftari', while in 2014 it was on Thai Cuisine and was called 'Aroi'. Similarly, in Annual Exhibition Dinner held in February 2014, on the Coastal Cuisines of India, was named as 'Leherein', while that of February 2015 was on American Cuisine (of north, central and south America) and was called 'American Rendezvous'. For these Theme and Exhibition Dinners, which are held each year, the students have to do the research to select the appropriate menus, the décor, the layout, the placemats, as well as the costumes of those who will be doing the service etc. In doing so, they have to take into account the history geography of that region, as well as its folklore, arts and crafts. This research can be done in our library from the food and theme encyclopaedias, via the internet or by meeting those who are familiar with that particular culture or cuisine. The team of students in charge are responsible, under the guidance of faculty, to plan the entire event so that it is carried out not just efficiently and

smoothly but with authenticity to the culture(s) being portrayed through the event.

- In the F&B (Food and Beverages) Practicals, the students are often presented with a 'mystery basket' (an assortment of ingredients) and they have to create recipes using the ingredients that have been presented to them.
- Every year, Nestle holds a competition for our students of both BSc in Hospitality Studies and the Certificate Course in Craftsmanship in Bakery and Patisserie. Nestle provides a range of its products. The students have to use one or more of these and create food items out of them. The students are judged on their creativity and innovativeness.
- The students of both courses are exposed to new trends in cooking and baking, including concepts such as 'Fusion Desserts', by experts from the field. The students are made aware of the science behind cooking methodology, aeration methods, colloidal systems, action of heat on proteins, emulsification processes and food exposed to radiation & microwave cooking.

The staff and students of the HAFT Department are encouraged to be innovative for one can never be static when it comes to the field of Food Production and Bakery – innovativeness and experimentation lies at the very heart of the evolving field of Food, whether in its production, decoration or presentation.

- SCMSophia has a subject 'Communications Research' which is taught for two semesters. This subject is taught by Dr. Sunitha Chitrapu who has a PhD from Indiana University, Bloomington, USA. Students learn to conduct research projects on their own as well as become better consumers of market research since the media industry uses a variety of research products including television ratings, readership surveys and focus group testing of advertisements and television pilots. The students complete content analysis or survey projects related to media at the end of the second semester. In 2011, our student research papers were presented at an international conference, the 20th Annual Conference of the Asian Media and Information Center.
- In order to develop a research culture among its students, SCMSophia has also started publishing research done by its students on the lives of well-known women. This was begun in 2013-14, and in that year the following was published: *Lives of the Women, Vol 1: On Stage/Off Stage* which features the professional lives of four women who have contributed to Mumbai's cultural life, namely Shanta Gokhale, Dolly Thakore, Jhelum Paranjape and Nadira Babbar. The book was accompanied by a photographic exhibition, entitled 'Green Room – Mumbai's Theatre Makers', featuring 11 women from English, Hindi, Marathi, Gujarati and Konkani theatre in Mumbai. The book and the postcards were

released at the seminar entitled “Many Masks, Many Cities”, January 10th-11th 2014 organized by Sophia College in which SCM also participated. In 2014-15 the students of the department took up work towards a second volume in this series of ‘Lives of the Women’. The book features the professional lives of Meera Devidayal, the painter, Flavia Agnes, the women’s rights activist and C.S. Lakshmi of SPARROW.

- At SCM, the students also have to do research for their documentaries, broadcast features etc. For example, in 2014-15, a group of SCM students did a documentary entitled *Chhabi*, a film about a male Lavani dancer. For this the students had to do research into Lavani as well as into the aspects that make this a dance form rare for men.

3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The faculty of the HAFT Department are engaged in guiding the type of research of their students as is outlined in response to Q. 3.1.4. The faculty of the SCM Department as well are engaged in guiding the research work undertaken by the SCM students throughout the year.

In addition,

- Dr. (Sr.) Anila Verghese is a PhD research guide in History, recognized by the University of Mumbai. One student completed her PhD under her guidance in 2010, namely Dr. Purnima Srikrishna; her topic was ‘Vidyashankara Temple, Sringeri: A Cultural History’. Currently two are pursuing their PhD in History under her guidance, namely:
 - Mrs. Rashna Poncha; her topic is ‘Development of Frere Town, Bombay (1862-1947)’.
 - Ms Lata Pujari; her topic is ‘Women at Vijayanagara (1336-1565)’.
- Dr. (Sr.) Anila Verghese also has the following research projects on hand; the first two are in collaboration with Dr. Anna L. Dallapicola, retired Prof. of Indian Art History, S. Asia Institute, University of Heidelberg, Germany, namely:
 - “Major Themes in the Arts of Southern India under Vijayanagara and its Successors”
 - “Sacred Sites of South India: Continuity, Evolution and Transformation”
 - “Art and Empire: Vijayanagara-Nayaka Temple Art and Architecture (1350-1750)”

3.1.6. Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbuing research culture among the staff and students.

- The staff members of the HAFT Department are encouraged to imbibe the new developments in their field by attending short-term training programmes or workshops organised by industry in which new and emerging trends are discussed. Thus, in 2014-15, Ms Hufriz Bulsara, Mr. Linus D'Silva and Ms Nisha Rodrigues attended short term training programmes. As already mentioned in response to Q. 3.1.4, the staff members of the HAFT department focus on capacity building among their students encouraging them to think creatively and innovatively and to engage in research and experimentation as appropriate to the field of Hospitality and Food / Bakery Production.
- In the second semester SCMSophia conducts guest lectures with market researchers to familiarise students with research used in the media industry. Well-placed professionals from the leading research agencies conduct sessions on research methods applied in the television, digital media and advertising industries.

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

- The SCM Department has a large number of videos and documentaries, based on primary research related to various social-media related issues which is available not just with the institution, but which can be accessed by others as well. The SCMSophia collection in the library has several rare photography and film books. Dr Sunitha Chitrapu specializes in the political economy of media and the content analysis method.
- In addition, as long as Dr. (Sr.) Anila Verghese is in this Institution, it has her expertise which is widely sought by those in the field of Vijayanagara and related areas of research on South Indian History.

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

- In the case of HAFT, there are no eminent researchers in the field of Hospitality Studies, but there are persons who have made their mark in the field. We encourage distinguished personnel from the Hospitality Industry or the academic field to visit our institution and interact with the students and faculty in different ways. The list of distinguished visitors to the HAFT Department during the

period 2013-2015 is given below and also the occasion for their visit:

Mr. B.P. Sahni (Chairperson – Ad hoc Board of Studies, Hospitality Studies)	Mumbai University	American Rendezvous: 20.2.15 Aroi: 22.08.14 Leherein : 21.02.14 Shahi Iftari:19.9.13
Ms. Sireesha Ghiara (General Manager,L&D)	Taj Group of Hotels, Mumbai	American Rendezvous: 20.2.15 Leherein : 21.02.14
Ms. Adia Khandige (L&D Manager)	Taj Mahal Hotel & Palaces, Mumbai	Aroi: 22.08.14 Campus Recruitment
Mr. Nitish Williamson (L&D Manager)	Taj Mahal Hotel & Palaces, Mumbai	Leherein : 21.02.14 Shahi Iftari:19.9.13 Campus Recruitment
Mr. Glen Menezes (Concierge)	Taj Mahal Hotel & Palaces, Mumbai	Clefs D'Or workshop : 7.7.2014 Clefs D'Or workshop : 2.7.2013
Mr. Amit Suman (L&D Manager)	Taj Lands End, Mumbai	American Rendezvous: 20.2.15 Campus Recruitment
Mr. Pankaj Sampat (General Manager)	Vivanta by Taj President, Mumbai	Leherein : 21.02.15
Mr. Majid Fadra ((L&D Manager)	Vivanta by Taj President, Mumbai	Leherein : 21.02.14 Shahi Iftari:19.9.13 Campus Recruitment
Mr. Kamlesh (L&D Manager)	Vivanta by Taj President, Mumbai	American Rendezvous: 20.2.15
Mr. Chaitanya Burde (Assistant L&D Manager)	Vivanta by Taj President, Mumbai	American Rendezvous: 20.2.15 Leherein : 21.02.14 Shahi Iftari:19.9.13 Campus Recruitment
Mr. Dinshah Anklesvaria (Assistant Manager, H.R)	Taj SATS, Mumbai	American Rendezvous: 20.2.15 Leherein : 21.02.14 Campus recruitment
Ms. Sanober Homavazir (Training Coordinator)	The Oberoi, Mumbai	American Rendezvous: 20.2.15 Aroi: 22.08.14 Leherein : 21.02.14 Shahi Iftari:19.9.13
Ms. Prajnya Shetty. (H.R. Manager)	The Oberoi, Mumbai	Leherein : 21.02.14 Shahi Iftari:19.9.13 Campus Recruitment

Ms. Stephannie D'Costa (Tr. Coordinator)	The Oberoi, Mumbai	Aroi: 22.08.14
Ms. Delna Karbhari (Concierge)	The Oberoi, Mumbai	Clefs D'Or workshop : 7.7.2014 Clefs D'Or workshop : 2.7.2013
Ms. Tushnamaiti Chaina (Concierge)	The Oberoi, Mumbai	Clefs D'Or workshop :2.7.2013
Ms. Manjima Menon (Training Manager)	The Trident, BKC, Mumbai	Leherein : 21.02.14
Chef Paul Kinny (Director Culinary Services)	The Palladium, Mumbai	Nestle Competition Judging: 26.08.14
Chef Parimal Sawant (Executive Chef)	Meluha The Fern, Mumbai	American Rendezvous: 20.2.15
Ms. Archana Sawant (Asst Manager H.R.)	Hyatt Regency	Aroi: 22.08.14
Ms. Aparna Passi (Manager-Learning & Development)	The Oberoi, Mumbai	Courtesy call 17.10.14
Ms. Sheetal Shetty (Training Manager)	Hyatt Regency, Mumbai	Aroi: 22.08.15 Campus Recruitment
Mr. Ojas Vagal (Assistant Training Manager)	Grand Hyatt, Mumbai	Campus Recruitment
Chef Savio Fernandes (Pastry Chef)	J.W. Marriott, Mumbai	American Rendezvous: 20.2.15 Workshop & Demo: 7.4.15 Nestle Competition Judging: 26.08.14 Workshop & Demonstration: 4.3.14
Mr. Khajaram Bhaduri (Training Manager)	J.W. Marriott, Mumbai	Leherein : 21.02.15
Chef Nicholas (Spanish Chef)	European Union	Spanish Cuisine Workshop: 26.8.13
Mr. Lyndon D'Mello (Head-H.R. and learning)	Hotel Marine Plaza, Mumbai	American Rendezvous: 20.2.15 Aroi: 22.08.14 Leherein : 21.02.14 Shahi Iftari:19.9.13
Mr. Parvez Shaikh (F&B Manager)	Hotel Marine Plaza, Mumbai	American Rendezvous: 20.2.15 Aroi: 22.08.14

		Nestle Competition Judging: 26.08.14 Leherein : 21.02.14 Shahi Iftari:19.9.13
Ms. Lebana Penkar (Director Guest Services)	Sofitel, BKC, Mumbai	Campus Recruitment
Chef Moshe Shek(Chef & Owner)	Moshe's chain of restaurants, Mumbai, Delhi and Pune	American Rendezvous: 20.2.15
Chef Mozanne Karbhari (Kitchen Executive)	I.T.C Grand Central, Mumbai	American Rendezvous: 20.2.15 Aroi: 22.08.14 Leherein : 21.02.14 Shahi Iftari:19.9.13
Dr. Naresh Chandra (I/C Vice Chancellor)	Mumbai University	For a special lunch hosted by HAFT on the occasion of the NAAC Peer Team visit to Sophia College for Women 26.02.15
Mr. Jason Ling (Owner)	Lings Pavillion, Mumbai, Delhi	Courtesy call: 12.02.15
Ms. Pinky Dixit (Owner)	Soam, Mumbai	Nestle Competition Judging: 26.08.14
Mr. Tejas Buch (Senior Manager- Marketing)	Thomas Cook	Campus Recruitment American Rendezvous: 20.2.15
Mr. Daksh Sharma (Associate Vice President- M.I.C.E)	Thomas Cook	Campus Recruitment American Rendezvous: 20.2.15
Chef Oliver Mahut (Faculty)	Cordon Bleu, France	Demonstration and workshop 11.9.14
Chef Rajeev Bansal (Executive Chef)	TAJ SATS, Mumbai	Campus Recruitment
Mr. Dinesh Saxena (Training Manager)	TAJ SATS, Mumbai	Leherein : 21.02.14 Campus Recruitment
Mr. Dinshah Ankleswaria (Assistant Manager- H.R.)	TAJ SATS, Mumbai	American Rendezvous: 20.2.15 Leherein : 21.02.14 Campus Recruitment
Mr. Pradeep Yadav (Training Manager)	Sofitel, Mumbai	Courtesy call: 27.02.15
Chef James Olivera (Regional Culinarian)	Morde foods Pvt. Ltd, Mumbai	Demonstration and workshop 1.8.14
Chef Atiqur Rehman (Executive Pastry	BAKERSVILLE India Pvt. Ltd , Mumbai	Demonstration and workshop 9.4.15 & 10.4.15

Chef)		
Ms. Sushama Hiroji	Nestle Professional, Mumbai	American Rendezvous: 20.2.15 Aroi: 22.08.14 Nestle Competition : 26.8.14
Mr. Hemant Kanchan (Culinary Professor)	George Brown College, Toronto, Canada	Courtesy Call: 5.2.15
Chef Gaurav Malhotra (Executive Chef)	Sofitel, Macau	Courtesy call: 16.12.14

[‘American Rendezvous’: Annual Exhibition Dinner 2015

‘Aroi’: Theme Dinner 2014

‘Leherein’: Annual Exhibition Dinner 2014

‘Shahi Iftari’: Theme Dinner 2013]

- P Sainath has been guest faculty at SCMSophia for over 25 years. He is a Ramon Magsaysay Award-winning journalist who was India’s only Rural Affairs Editor at *The Hindu* newspaper. He has started PARI – the People’s Archive of Rural India which is a storehouse of visual and textual information on India’s disappearing professions due to large scale migration from the rural to the urban areas. Other eminent media personnel who are among the visiting faculty are Smruti Koppikar (senior editor of *Hindustan Times*) and Jerry Pinto (author). In addition, every year SCMSophia invites award-winning documentary film-makers and journalists to address the students.

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

- This is not applicable because there is no provision in our University set up for Sabbatical Leave for college teachers.

3.1.10. Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

- SCMSophia documentaries which are based on research work are available on DVD. They are exhibited at the Annual Polytechnic Exhibition in February. Some are also available on youtube on the SCMSophia channel.

3.2. Resource Mobilization for Research

3.2.1. What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

- This does not apply to the HAFT Department, where the courses and activities are very practical in nature. For the type of research that is done additional funding is not needed for the cost of ingredients is factored into the regular departmental budget.
- For SCM also, the research on the *Lives of Women* as well as what is spent on research for documentaries etc. are also spent from the regular budget for the running of the course. No separate budget is earmarked for research.

3.2.2. Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

NO

3.2.3. What are the financial provisions made available to support student research projects by students?

- In HAFT, an ample budget is provided for additional workshops that encourage the students to experiment and be creative and innovative in Food / Bakery Production. Also, for both the Theme Dinner as well as the Annual Exhibition Dinner, there is a substantial budgetary provision (around Rs. 2 lakhs in the case of the former and Rs. 6 to 8 lakhs in the case of the latter) this is to facilitate not just a grand dinner on the day allotted, but for all the research and experimentation that goes on for weeks in advance. For example, every item that is finally selected for the menu for the event has been tried out and tested in the kitchen / bakery in advance and sometimes a number of tests and trials are conducted prior to the main event.
- SCM students are reimbursed for printing posters of their research projects for display in the Annual Exhibition. The research of students on “Lives of Women” was published by the department from the departmental budget.

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

- In the case of the HAFT Department, the interdisciplinary research is in the areas of Food Production or Bakery. Here items of fusion cuisine and fusion desserts etc. are tried out.

- In the case of SCM, the student research for their documentaries would necessarily have an inter-disciplinary component in so far as they touch on various social issues or themes of social relevance. Their research for *Lives of Women*, Vol. 1 (2013-14), was interdisciplinary between the areas of media and theatre for it dealt with four eminent women theatre personalities. The research conducted by students of SCM of 2014-15 on “Lives of the Women” for Vol. 2, features the professional lives of Meera Devidayal, the painter, Flavia Agnes, the women’s rights activist and C.S. Lakshmi of SPARROW. Hence there is again an interface between the world of media and that of the arts and / or social activism.

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

- In HAFT, the equipment of the kitchens, bakery and the training restaurants are utilised to the optimum for the type of research that the staff and students of the HAFT Department do, which, as already mentioned earlier, is of a very practical nature. The staff and students of the HAFT Department can freely use the facilities of the computer laboratory / computers of the department, to search the internet for their research work, or for designing their creative décors, invites etc. for the events that are organised.
- In SCM, video production equipment including HD cameras and editing equipment is used in rotation by the students in groups.

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

NO

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

- The above does not apply in the case of our college given its nature.

3.3 Research Facilities

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

- The library has a collection of rare photography and film books. The SCM Department has a DVD collection of international and national cinema and documentaries. It also has the collection of

documentaries made by its students which act as a resource for others. In the case of HAFT, the kitchens and bakery are the areas where research into new ways of food production and presentation is done.

3.3.2. What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

- This point does not apply to the HAFT Department given the nature of the courses and activities it engages in.
- As far as SCM is concerned, it is a post-graduate professional course following the integrated pattern; we train our students to be knowledgeable consumers of market research products used by the media industry. For this we find that guest lecturers from the industry are the best option, since they speak to the students after the students have learned the basics about research methods and the research paradigm and have conducted a research study by themselves. Students who are keen on a career in media research whether academic or applied, get an opportunity to focus on this during the month-long specialization period.

3.3.3. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.

NO

3.3.4. What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

- This point does not apply to our college given its nature.

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

- This point is not really applicable to us.

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

- This point is not applicable

3.4. Research Publications and Awards

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

* **Patents obtained and filed (process and product):** Nil

* **Original research contributing to product improvement:** Nil

* **Research studies or surveys benefiting the community or improving the Services:**

- The SCM Department tries to improve students' understanding of citizenship and civic issues; hence, the students complete a constructive complaining assignment in which they identify a civic issue in their neighbourhood, find out the civic authority e.g. the BMC (Bombay Municipal Corporation), the railways, etc. and lodge a written complaint and track its progress. One such complaint lodged by a student in 2013-14 led to the closing of a gap in the wall of Matunga railway station (used by passengers instead of the foot over bridge) and the saving of countless lives. We will be examining how we can put this information online so that others may benefit from this information

* **Research inputs contributing to new initiatives and social development:**

- P Sainath, a guest faculty at SCMSophia for over 25 years, is a Ramon Magsaysay Award-winning journalist who was India's only Rural Affairs Editor at *The Hindu* newspaper. He has started PARI – the People's Archive of Rural India which is a storehouse of visual and textual information on India's disappearing professions due to large scale migration from the rural to the urban areas. This is a unique new initiative to which many of SCM students have contributed content.

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

NO

3.4.3. Give details of publications by the faculty and students:

With reference to the publications of Dr. (Sr.) Anila Verghese, only her publications from when she joined this college in November 2013 have been listed here. The information about the rest of her publications and research activities is given in Annexure VII.

DR. (SR.) ANILA VERGHESE

- * **Papers published in peer reviewed journals (national / international):**

- Anila Verghese, “Vijayanagara and Post-Vijayanagara Representations of the Story of Madivelaiah”, *Jnana-Pravaha Research Journal*, No. XVII, 2013-2014, pp. 49-60.
- _____, “*Ramayana* at Vijayanagara: Sacred Topography, Temples and Culture”, *Journal of the Ananthacharya Indological Research Institute*, Mumbai, Vol. XI, 2012-13, pp. 39-49.
- _____, “Three ‘Vijayanagara’ Temples with Extensive *Ramayana* Reliefs”, *Kalakshetra Journal*, Vol. 2, 2014, pp. 17-27.
- _____, “Representations of the *Mah bh rata*, especially the story of Bh ma and Puru am ga, in Vijayanagara-Nayaka Art”, *Indica*, Vol. 51, 2014, pp. 35-46.

The following papers have been accepted for publication and are in press:

- Anila Verghese, “Visual Representations of Sacred Sites of Select Temples of Tamil Nadu”, *Jnana-Pravaha Research Journal*, No. XVIII, 2014-2015.
- _____, “Local Stories in the Narrative Reliefs of the Nilakantheshvara Temple at Jambitige”, *Journal of the Chhatrapati Shivaji Maharaj Vastu Sangrahalay*, Mumbai.

* **Number of publications listed in International Database (Eg: Web of Science, Scopus, Humanities International Complete, Dare Database, International Social Sciences Directory, EBSCO host, etc.): Nil**

* **Monographs:**

- Anna L. Dallapiccola, George Michell and Anila Verghese, *Royalaseema – the Royal Realm: Art and Architecture of Southern Andhra*, Mumbai: Marg, 2014.

* **Chapters in Books:**

- Anila Verghese, “Pilgrimage Sites”, in Anna L. Dallapiccola, George Michell and Anila Verghese, *Royalaseema – the Royal Realm: Architecture and Art of Southern Andhra*, Mumbai: Marg, 2014, pp. 23-37.
- _____, “Tadpatri and Sompalem Temples”, in Anna L. Dallapiccola, George Michell and Anila Verghese, *Royalaseema – the Royal Realm: Architecture and Art of Southern Andhra*, Mumbai: Marg, 2014, pp. 62-77.
- _____, “K adevaraya’s pilgrimages and temple benefactions linked with his Kalinga war (1513-1517 AD): Interplay of warfare, religion and assertion of political hegemony”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, pp. 145-158 and 232-237.
- _____, “The sacred topography of the capital city of Vijayanagara”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred

(or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, pp. 203-218 and 238-244.

- _____, “King and Courtly Life as Depicted in the Murals in Ramalinga Vilasam, Ramanathapuram”, in Anila Verghese and Anna L. Dallapiccola (eds.), *Art, Icon and Architecture in South Asia: Essays in Honour of Devangana Desai* (2 vols.), New Delhi: Aryan Books International, 201, pp. 473-489.

The following papers have been invited for and submitted for inclusion in volumes that are either in the press or are in process:

- Anila Verghese, “Composite Pillars with Three-Dimensional Sculptures in the Outer *Ma apa* of the *tman tha* Temple at Avudayarkoil” for the Prof. Dhaky Felicitation Volume, edited by Parul Pandya Dhar and Gerd Mevissen, being published by Aryan International Books, New Delhi.
- _____, “Water in South Indian Temples and Temple Rituals: *Tirthas*, Tanks and *Vasanta-Mandapas*”, for the *Marg* volume on ‘Water and Architecture in India’ that is being edited by Jutta Jain-Neubauer.
- _____, “Murals Depicting the Sthalapuranas of Tyagaraja at Tiruvarur” for the B.M. Pande Felicitation Volumes, being edited by K.K. Muhammed, Chhering Negi and C.B. Patil.

* **Books Edited:**

- Anila Verghese and Anna L. Dallapiccola (eds.), *Art, Icon and Architecture in South Asia: Essays in Honour of Devangana Desai* (2 vols.), New Delhi: Aryan Books International, 2015.

* **Books with ISBN/ISSN numbers with details of publishers:** Both the monograph published by Marg in 2014 which is mentioned above, as well as the edited volume published by Aryan Books International in 2015, have ISBN/ISSN numbers.

* **Citation Index:**

The publications of Dr. (Sr.) Anila Verghese are widely cited. Some of these have been given in the detailed List of Citations that is included in Annexure No. VII. Below are listed just a couple of citations of the last few months:

- Verghese, Anila, *Religious Traditions at Vijayanagara: as Revealed through its Monuments* (New Delhi: Manohar Publishers and the American Institute of Indian Studies, 1995) has been cited in:
 - Heidrun Brückner, “Sacred Kingship? Visual, literary and performative hints at the role of the king in the festival culture of Vijayanagara”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, p. 109.
- Verghese, Anila, *Archaeology, Art and Religion: New Perspectives on Vijayanagara* (New Delhi : Oxford University Press, 2000) has been cited in:

- Heidrun Brückner, “Sacred Kingship? Visual, literary and performative hints at the role of the king in the festival culture of Vijayanagara”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, p. 108.

* **SNIP:** ----

* **SJR:** -----

* **Impact factor:**

Dr. (Sr.) Anila Verghese is:

- On the Advisory Committee of the Heras Institute for Historical Research, St. Xavier’s College and attends meetings of this Committee and advises on various issues related to its activities.
- On the list of peer reviewers for *Indica*, the Journal of the Heras Institute for Historical Research
- Often consulted by researchers (sometimes even those totally unknown to her) working in the field of Vijayanagara or South Indian Research and is invited to Chair sessions or public lectures, to present papers at national and international seminars, to edit books, to contribute both papers and monographs for publication, to review manuscripts in the field of Indian art history that have been received by reputed publishers such as Oxford University Press, Routledge India etc. A few examples of these of the last eighteen months are given below:
 - She was invited to chair the paper presentation by Dr. Purnima Srikrishna at the K.R. Cama Oriental Institute, on November 27, 2013. The topic of the lecture was “Meru as represented in the Vidyashankara temple, Sringeri”.
 - On 2nd February 2015, Ilanit Loewy Shacham, a PhD candidate at the department of South Asian Languages and Civilizations, University of Chicago, who is in the final stages of writing a dissertation on the “Amuktamalyada” wrote to her via email: “I have benefited greatly from your scholarship and am thrilled to have an official excuse to contact you We are in the preliminary stages of seeking funding and are currently thinking of scheduling the workshop/conference in the first or second weekend of November. One of our central goals is to create discussions that bridge textual based disciplines and material culture disciplines. We cannot imagine conducting this type of event without you and hope that you would consider joining”. On Sr. Anila indicating an interest in participating in this workshop / conference, in a later email to her, dated 18th April, Ilanit confirmed that the initial funding was in place, the dates for the workshop / conference as 7th-8th November 2015 and the title of the workshop / conference as ‘Symbolic Everyday Lives: New Directions in the Research of Vijayanagara’ and ended her email with “We are all greatly looking forward to having you here in Chicago!”
 - Lennart Bes, a PhD candidate at Leiden and Nijmegen Universities, working on dynastic politics in the Vijayanagara successor states, contacted her via email on 4th March 2015 and requested a copy of

her paper “Court Attire at Vijayanagara” which was published in the Quarterly Journal of the Mythic Society in 1991. Sr. Anila obliged by scanning the same and sending it to Mr. Bes; his name was also forwarded by Sr. Anila to Ilanit Shacham for possible inclusion in the workshop / conference on Vijayanagara that is to take place in the University of Chicago in November 2015.

- She received a request from Dr. Jutta Jain-Neubauer for a paper for the *Marg* volume on ‘Water and Architecture’ that she has been asked to edit. The paper was written and sent for publication.
- She received a request from the editors of the B.M. Pande Felicitation Volume for a paper for this volume. The paper was written and sent to the editors.
- Prof. Himanshu Prabha Ray, editor of the Routledge series on “Archaeology and Religion” wrote requesting the contribution of a monograph to be published under this series. Sr. Anila has agreed to submit a monograph jointly with Dr. Anna L. Dallapiccola, entitled “Sacred Sites of South India: Continuity, Evolution and Transformation” for consideration for inclusion in this series.
- She was invited as a resource person to plan the International Seminar entitled “India and South East Asia: Cultural Perspectives”, held at the K.R. Cama Oriental Institute, Mumbai, January 16th-17th 2015. She was one of those who prepared the theme paper of this seminar and is the editor, along with Dr. Anna L. Dallapiccola, of the collection of papers that were read at this seminar as well as other papers.
- Nabanjan Maitra, a PhD student at the University of Chicago, working on the Vedic commentarial project that was carried out by Sayana and Madhava, under the general auspices of Vijayanagara and Sringeri contacted her via email on 22nd April asking to meet up when he visited Mumbai and for any help or suggestions regarding his work.

* **h-index: ---**

MR. HOSHANG VELATI was a contributor to the following monograph: *Cuisine for a Cause: Celebrating Parsi Recipes and Philanthropy*, Centre of Advancement of Philanthropy, Mumbai, 2012.

DR. VIDITA RAKSHIT:

- Gail Carneiro, Vidita Rakshit and A.V. Chitre, “Chemical aspects of lithium mediation on nitric oxide levels in serum protein models”, *Bionano Frontier*, Vol. 7 (2), July-December 2014, pp.192-196.

DR. SUNITHA CHITRAPU:

* **Papers published in peer reviewed journals (national / international):**

- Chitrapu, S. (2013). Language and Indian Film Audiences. In R. E. Parameswaran (Ed.), *Audience and Interpretation* (Vol. 4). The

International Encyclopedia of Media Studies. Malden, MA: Wiley-Blackwell, pp. 300-319.

- Chitrapu, S. (2012). The big stick behind 'soft power'? The case of Indian films in international markets. In D. Schaefer and K. Karan (Ed.s), *Bollywood and Globalisation: The Global Power of Popular Hindi Cinema*. New York: Routledge, pp. 15-28
- Chitrapu, S. (2012). A Regional Mosaic: Linguistic Diversity and India's Film Trade. In A G Roy (Ed), *The Magic of Bollywood: At Home and Abroad*. New Delhi: Sage, pp. 81-106.
- Chitrapu, S. (2011). The Indian Film Market: Economic Effects of Television on Film Production and Exhibition. *Journal of Creative Communications*, 6 (1-2), pp. 67-101.
- Parameswaran, R E & Chitrapu, S. (2011). Women's Rights and Movement Media in India. In J. Downing (Ed.) *Encyclopedia of Social Movement Media*. Thousand Oaks: Sage, pp. 542-547.
- Rauch, J., Chitrapu, S., Eastman, S T, Evans, J., Paine, C., Mwesige, P. (2007). From Seattle 1999 to New York 2004: A Longitudinal Analysis of Journalistic Framing of the Movement for Democratic Globalization. *Social Movement Studies Journal of Social, Cultural and Political Protest*, 6 (2), pp. 131 – 145.

* **Refereed International Conference Presentations**

- Chitrapu, S. (Feb. 2015). Twenty-First Century Labour: Globalization and Production Crews in Mumbai's Media Industries. Paper presented at the annual conference of the International Communications Association, London, UK
- Chitrapu, S. (June 2013). Twenty-First Century Labour: Globalization and Production Crews in Mumbai's Media Industries. Paper presented at the annual conference of the International Communications Association, London, UK
- Chitrapu, S. (June 2011). The Political Economy of Indian Language Film Production: The Case of Marathi Cinema. Paper presented at the annual conference of the Asian Media Information and Communication Centre (AMIC), 24-27 June 2011, Hyderabad, India
- Chitrapu, S. (June 2010). The Economic Effects of Television on the Indian Film Market. Paper presented at the annual conference of the Asian Media Information and Communication Centre (AMIC), 21-23 June 2010, Singapore
- Chitrapu.S. (May 2009).A regional mosaic: Linguistic diversity and India's film trade. Poster presented at the annual conference of the International Communications Association, Chicago, USA
- Chitrapu, S. and Waterman, D. (September, 2008). Domestic music production, trade flows, and the effects of piracy. Poster presented at the 36th Telecommunications Policy Research Conference on Communication, Information and Internet Policy, Arlington, VA, USA

* **Courseware**

- Chitrapu, S. (2013). Political Economy. *Communication Theories and Research*. Courseware for MA in Journalism. New Delhi: IGNOU.

3.4.4. Provide details (if any) of –

*** research awards received by the faculty:**

*** recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally:**

DR. (SR.) ANILA VERGHESE:

As already mentioned, the Principal, Dr. (Sr.) Anila Verghese, is an historian who is recognized both nationally and internationally for her contribution in the field of Vijayanagara and post-Vijayanagara art, architecture and religion. Below are listed some of her research achievements / recognition received since she became Principal of Sophia Smt. Manorama Devi Somani College, (i.e. November 2013); what pertains to the period prior to that is listed in Annexure No. VII.

- Dr. (Sr.) Anila Verghese was invited with all expenses paid as a senior guest professor at the Department of Indology, University of Würzburg, Germany, from October 21 to November 1, 2014, where she delivered the following lectures:
 - History of the Vijayanagara Empire and the Evolution and Growth of the Capital City
 - Evolution of Temple Architecture under Vijayanagara and the Nayakas
 - New Forms and Patterns: Impact of the Contemporary Sultanates on Vijayanagara-Nayaka Courtly Art and Culture
 - Vijayanagara-Nayaka Sculpture And Painting: An Overview
 - Hampi and Beyond: The Use of the Material-Cultural Approach to the Study of Art and History - A Case Study of Vijayanagara
- She was invited to Deliver the 51st Heras Memorial Lectures, at the Heras Institute of Indian History and Culture, St. Xavier's College, Mumbai, on 11th December 2014 on "Selected Themes in Vijayanagara-Nayaka Painting and Sculpture – Continuity, Creativity And Change"
- She was invited with all expenses paid to deliver a special lecture on 'Vijayanagara Art and Architecture: An Overview' at the Two Day UGC Sponsored National Seminar on "Vijayanagara Empire and Medieval South Indian Social Formation: New Themes, Perspectives and Approaches", held on 6th-7th February 2015, organized by the Department of History of St. Joseph's College for Women, Alappuzha, Kerala.
- She was invited to deliver MA lectures for the students of the Department of Ancient Indian History and Culture, St. Xavier's College as follows:
 - On Tuesday March 10th 2015:
 1. Vijayanagara History and Historiography: An Overview
 2. The Growth and Evolution of the Capital City of Vijayanagara
 - On Tuesday March 17th 2015:
 3. The Evolution of Temple Architecture under Vijayanagara and the Nayakas

4. New Forms and Techniques: The Impact of Contemporary Sultanates on Vijayanagara Art and Culture

DR. SUNITHA CHITRAPU is a visiting lecturer of Political economy of the media and media institutions, at the School of Media and Cultural Studies, Tata Institute of Social Sciences, Mumbai, from 2011 onwards.

She was the winner of the International Communications Association's Top Dissertation Award in the Global Communication and Social Change Division at Chicago, 2009.

*** incentives given to faculty for receiving state, national and international recognitions for research contributions:**

Nil

3.5. Consultancy

3.5.1. Give details of the systems and strategies for establishing insitute-industry interface?

- Both SophiaHAFT and SCMSophia liases with the industry on a regular basis, especially through their ex-students many of whom are themselves in very influential positions. Through their networks that both have with industry we are able to invite well-known professionals for guest lectures, workshops and demonstrations at SophiaHAFT and SCMSophia.

3.5.2. What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- In the case of the expertise that Dr. (Sr.) Anila Verghese has as a historian of Vijayanagara and post Vijayanagara periods of South Indian History, there is no need to advocate or publicize her expertise. She receives requests for help etc. from younger scholars and others in this field, many of whom she has never met, but who know her work and get her email contact from others. She makes it a point to respond to them and to render whatever help that is possible. Just to cite some recent examples:
 - She was invited to help with the theme paper and the planning of the seminar "Cultural Dialogues between India and South East Asia 7th to 16th centuries", held at the K.R. Cama Institute, Mumbai on 17th-18th January 2015.
 - Lennart Bes, a PhD candidate at Leiden and Nijmegen Universities, working on dynastic politics in the Vijayanagara successor states, contacted her via email on 4th March 2015 and requested a copy of her paper "Court Attire at Vijayanagara" which was published in the Quarterly Journal

of the Mythic Society in 991. Sr. Anila obliged by scanning the same and sending it to Mr. Bes.

- On 21st April 2015, Dr. Crispin Branfoot from SOAS, London, contacted her via email for a photograph of the statues of Krishnadevaraya and consorts from Tirumala-Tirupati, which he presumed she had in her collection of digital photographs relating to Vijayanagara. The request was complied with immediately.
 - Nabanjan Maitra, a PhD student of the University of Chicago, contacted her via email on 22nd April, asking to meet her in connection with his work on textual sources of the early Vijayanagara period when he visited Mumbai. She replied in the affirmative.
- SCMSophia's Dr Sunitha Chitrapu attends research conferences and publishes her research. This has led to her being invited to lecture at other institutions such as TISS. She is also an external examiner at SNDT University and TISS. On 11th May 2015, she was invited to Jamia Millia Islamia, Delhi, for a brainstorming session.

3.5.3. How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

- Dr. (Sr.) Anila Verghese, Principal, is given full freedom by the Management to share her knowledge and expertise as an authority on Vijayanagara and post-Vijayanagara History to all those who consult her. Help is sought from her often formally and informally. Sometimes requests are made to her by other researchers to help them with some information, material, photograph or data and she provides these willingly. For example the well-known art-historian, Dr. Devangana Desai (who is widely acclaimed for her work on Khajuraho) often consults Sr. Anila when it comes to matters concerning South Indian art and iconography, such as on the theme of "Krishna-Vatapatrashayi", for articles and a monograph on this theme on which Dr. Desai is currently working. Besides, there are the examples already mentioned of younger scholars such as Lennart Bes, Ilanit Loewy Shacham and Nabanjan Maitra and others.
- In the case of HAFT, staff members are encouraged to be paper setters, moderators and examiners at the University examinations, both theory and practicals. They are given leave as required and also given all support and cooperation in such services.
- Based on her expertise and experience, Ms Dopati Banerjee was appointed by the University of Mumbai as a member of Local Inquiry Committees that visited three colleges in March 2015 to

check on their infrastructure and facilities (and she was given all encouragement by the Institution in accepting this work).

- Dr. Sunitha Chitrapu of the SCM Department has been allowed duty leave for her consultancy commitments if necessary. She is actively encouraged by the Management to share her expertise, for example on 11th May 2015 she was invited by the Centre for Culture, Media and Governance (CCMG), Jamia Millia Islamia, Delhi, with travel and accommodation covered, for a brainstorming meeting to create a platform / association for communications scholars and researchers.

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

- The types of consultancy our staff have been engaged in are as listed above in response to Q. 3.5.3. These services have been rendered free and no charges have been made. Hence, no income was / is generated from it.

3.5.5. What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

- As mentioned in 3.5.4., the institution allows the staff the freedom to share their expertise in the form of consultancy. If the staff member receives any honoraria for the same, the institution does not ask for a share of it. The same is the policy of the Management with all the research work and consultancy of Dr. (Sr.) Anila Verghese and of Dr. Sunitha Chitrapu.

3.6. Extension Activities and Institutional Social Responsibility (ISR)

3.6.1. How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

- For the entire institution, there are two times when all engage in some outreach or service.

The first is the “Joy of Giving Week” which takes place in September-October. During this week the students give whatever they can and what is collected is then given to the underprivileged. For example, in October 2013, a part of the collection went to a poor school in Haregaon, Ahmednagar District of Maharashtra, while the bulk of what was collected

was taken by a group from Sophia Polytechnic who visited Orissa soon after the Orissa cyclone and was given to those affected by the cyclone. In October 2014, whatever was collected was distributed as a Diwali gift to the Class IV staff of the Institution.

The second outreach programme for the whole college is the “Christmas Outreach” that takes place over a period of about a week or ten days, with each class engaging with one marginalised group with activities which would give joy to the less privileged. Each class is given a small amount, namely Rs. 1000, from the college as ‘seed money’ for their outreach. But the students collect more from among themselves and plan a meaningful activity for the group, e.g. could be children, old persons, handicapped etc. with whom they interact. For example in December 2013, the students of the Certificate Course in Craftsmanship in Bakery and Patisserie invited the children from the Cancer Aid and Research Foundation to the college and entertained them with music, song and dance and also gave them gifts, while the students of BSc Hospitality Studies invited the primary school children of St. Stephen’s school. The students went to the school and escorted the children to our college and gave them a very good time here and then escorted them back to their school.

- In SCMSophia in order to improve students understanding of citizenship and civic issues, students complete a constructive complaining assignment in which they identify a civic issue in their neighbourhood, find out the civic authority e.g. BMC, the railways, etc and lodge a written complaint and track its progress. One such complaint lodged by a student in 2013_14 led to the closing of a gap in the wall of Matunga railway station (used by passengers instead of the foot over bridge) and the saving of countless lives. In ‘Fundamental Concepts’, the students file an RTI petition and then attend a discussion with an RTI activist so that they are already primed for the discussion. The documentaries and broadcast features prepared by the students (see Annexure VI) are usually geared to social / community oriented themes.

Besides the above, SCM engages in various activities that promote institution-community network and contribute to good citizenship and give the students a service orientation and a deep social concern and awareness of the social reality. For example, to give the students an experience of the reality faced by farmers, both in 2013 and again in 2014 the students with faculty went to a farm at Kamshet, outside of Mumbai, during the rice-transplantation season and took part in rice plantation.

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

- In SCM involvement in various social issues, as already explained in response to Q. 3.6.1., is woven into the regular curricular activities and the faculty track the involvement in these.

3.6.3. How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

- Feed back is taken from students in the form of the TAQs (Teacher Assessment Questionnaires).
- An Open Day for Parents is held by the HAFT Department. Parents interact with faculty and give their feedback informally.
- Feedback from SCM students is taken by the Department at four points in the year. Their parents view the work done by the students at the Annual Exhibition. Visiting and guest faculty from the industry informally contribute their feedback on an ongoing basis.

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

- As already mentioned in response to Q. 3.6.1, for the whole college there is the 'Joy of Giving Week' and the 'Christmas Outreach'. Except for the Rs. 1000/- given to each class as 'seed money' for the latter, there is no budgetary provision for either of the two, for these are occasions for the students to share with those who are less privileged than them. These outreach programmes have an impact on the overall development of the students. The experience of sharing and of interacting with the less privileged was an enriching one for all our students.
- Throughout the year SCM students do assignments and projects that focus on social themes. No separate budgetary provision is made for this, because involvement in social issues is an integral part of the curriculum at SCMSophia (as the very name of the course – Social Communications Media – indicates). Some of the assignments and activities that the SCM students have done in 2014-15 are listed below as examples of the same:
 - BROADCAST FEATURES: 12 broadcast features were produced. The features include "Against all Odds", on how support through their right to a protective environment is helping children, especially the girl child, of Commercial Sex Workers of Mumbai, chart out a new course in their lives; "RTE", on the continuing struggle of people from Mumbai's slums to avail of provisions of the RTE Act that gives children from marginalized backgrounds, an equal opportunity to good education;

“Education with a Kick”, focuses on how the Oscar Foundation is successfully using Football to combat the drop-out rate of children in Cuffe Parade’s slums in Mumbai; “Kicking Boundaries” also looks at how football is helping young girls in the Ghetto of Mumbra, break barriers to discover their own identity; “Parijat” traces how scarcity of water in Mumbai’s slums is seriously impacting the menstrual hygiene of women; “The Mantri Mandal” is all about a unique ‘Parliament’ of the children, by the children, for the children in the slums of Western Mumbai, that looks at and in true democratic style, resolves critical issues for children. These 6 features were shot in Mumbai and edited by NeerajVoralia.

- In addition to these features, the department once again carried video equipment on the study tour to Gujarat and shot 6 more Broadcast Journalism features. “Bachaav Tarbhumi ka” looks at the need to strike a fine balance between encouraging tourism and eco-preservation of Wetlands in Gujarat; “ Saving the Bandhni” looks at whether the much sought after GI Tag will be able to save the traditional craft of Bandhni from unscrupulous traders; ‘Make in India’ is the new mantra and the news report looks at how Jamnagar’s Brass industry, one of the largest in India, is responding to this mantra; In “The Royal Opinion”, the Octogenarian ‘Ba Saheb’, daughter of the Maharaja of the erstwhile Princely State of Jamnagar (Navanagar), opines about the making of the world’s largest Statue of Sardar Patel; “Modern Traditions” Focuses on how genuine CSR activities in India’s hinterland can actually give a new dimension and markets to traditional crafts like the OKHAI; “A Tiplers’ Paradise” discovers tiplers from ‘Dry’ Gujarat thronging the liquor free Union Territory of Diu over the weekends, yet not wanting Gujarat to lift its liquor ban.
- VIDEO DOCUMENTARIES: This year the students made three 10-12 minute video documentaries on topics of social relevance. *Amaro Samay* is a film about a day in the life of Mumbai’s senior citizens; *Chhabi* is a film about a male Lavani dancer; and *Mishri* is a film about accepting children with intellectual disability.
- SOCIAL AWARENESS CAMPAIGNS: The preoccupation of the youth with mobile phones was evident in the choice of their subjects for their social awareness campaigns this year. A campaign done for the Mumbai Traffic Police educated the youth on the dangers in using ear phones while on the road, the second wants the youth to learn good phone manners, and the third is a campaign for The Indian Academy of Pediatrics educating the parents on the right way to use antibiotics for their children.

- LIVES OF THE WOMEN, VOL 2: SCM students continue to create innovative content across different forms of media. This year we will publish the second book in our series of, 'Lives of the Women' The book features the professional lives of Meera Devidayal, the painter, Flavia Agnes, the women's rights activist and CS Lakshmi of SPARROW.
- The students are also continuing the photographic exhibition 'Marginalia – The Hands that tell the story' featuring migrant workers in Mumbai. We hope to mount a permanent exhibit of the same on PARI, the movement supported by Mr. P Sainath.

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

- We do not have an NSS or NCC programme, but we have our own extension activities as already mentioned above such as the Joy of Giving Week and the Christmas Outreach Programme.
- The entire course of SCM focuses on social issues and themes.

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

- Our endeavours to identify those among our own students who are from the underprivileged and vulnerable sections of society and to provide them with not only financial help but even other forms of help and support (e.g. providing lunch every day to two very poor students of FYBSc during the academic year 2014-15) is a way of empowering students from underprivileged sections.
- The Community Development through Polytechnics Scheme that Sophia Polytechnic undertakes is a serious attempt on the part of our Institution and Management to reach out and empower the underprivileged by giving them skills training. Currently there are five community polytechnic centres in rural areas under this Central Government Scheme.
- The SCM Department carries out various types of media related projects that focus on research on social issues with the aim of ensuring social justice.
- SCMSophia alumnae and well-wishers have funded the education of two underprivileged female students in 2013-14 and 2014-15 respectively. In 2013-14 SCMSophia students designed site specific campaigns for M-ward of the Bombay Municipal

Corporation to encourage underprivileged residents to follow the complete course of DOTS TB medication.

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

- The extension activities of the Institute such as the Joy of Giving Week and the Christmas Outreach, in which all the students are involved, inculcate in the students an attitude of care and compassion. It sensitises them to the underprivileged and makes them aware of how fortunate they themselves are. They also learn to plan an activity and carry it out within a budget. At the 'Christmas Wishing', each class shares with the rest of the students the outreach activity that the particular class chose and how it impacted on the students.
- The majority of SCM students come from families that are able to afford their post-graduate professional education. SCMSophia aims to expose these students to the social concerns of the Indian democracy such as gender issues and inequality. All the assignments involve students stepping out of their comfort zone and gathering information about life in India. This makes them not only more responsible as citizens but it creates an awareness of the social reality of our country that they take with them into the media industry which they join after completing the course.

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

- Generally both for the Joy of Giving Week and for the Christmas Outreach, the students are encouraged to link up with NGOs and Charitable organisations that work for the community and for social causes.
- As already mentioned in response to other points in this section, SCM students have engaged in activities with the BMC (Bombay Municipal Corporation) and the railways.
- Through the 'Community Development through Polytechnics' Scheme, the Institute engages with the community – though in this case community groups in the rural areas just outside the city – for we are involved in five centres and provide them with the guidance and support for skills training for the underprivileged and school drop-outs with the intention of giving them skills for employment or self-employment.

3.6.9. Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- We have collaborated with the Indian Red Cross Society for conducting a blood donation drive on our Campus both in December 2013 and again in December 2014 as a part of the annual Christmas Outreach.
- There are also a number of NGOs, orphanages and 'Homes' which our students visit annually during the 'Christmas Outreach'.
- Every year, the students of the BSc Hospitality Studies invite the primary school children of a poor school in our locality, namely St. Stephen's School, for a get-together as part of their 'Christmas Outreach'
- Through the 'Community Development through Polytechnics' Scheme, the Institute has forged links with organisations / NGOs in the rural areas of Talasari and Dahanu districts (which are close to Mumbai) for giving support and guidance to them in skills training for the underprivileged.

3.6.10. Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

No awards have been received, but the fact that we are one of the Institutes chosen by the Government for its scheme of 'Community Development through Polytechnics' is a noteworthy recognition.

3.7. Collaboration

3.7.1. How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

DR. (SR.) ANILA VERGHESE

- Has been a consultant for the 'Sacrality and Sacralisation Project' carried out by the Department of Indology, University of Wuerzburg, Germany and was invited twice to this department as part of this project. The first time was in October 2012 and the second time in October 2014.
- Is on the Advisory Board of the Heras Institute of Indian History and Culture, St. Xavier's College, Mumbai. Besides attending the regular meetings of the Board, she was also present for a meeting to

finalise the norms for the six Heras Research Scholarships (each of Rs. 1 lakh) and was involved in the finalizing the list of those selected for the same.

- Has collaborated with the K.R. Cama Oriental Institute, Mumbai, in the planning of two international seminars, in 2012 a seminar on “Krishnadevaraya and His Times” and in 2015 a seminar on “Cultural Dialogues between India and South East Asia 7th to 16th centuries”.
- Was invited by Aryan Books International, New Delhi, to be one of the two editors of the Dr. Devangana Desai Felicitation Volumes. These volumes, entitled *Art, Icon and Architecture in South Asia* were released on 22nd January 2015.
- Was invited by Marg Publications, Mumbai, to be one of three authors for the volume *Rayalaseema: The Royal Realm*, which was published in October 2014.
- She has the following collaborative on-going research projects with Dr. Anna L. Dallapiccola, former Professor of the Department of Indian Art History, University of Heidelberg, Germany:
 - “Sacred Sites of South India: Continuity, Evolution and Change”
 - “Major Themes in the Arts of Southern India under Vijayanagara and its Successors” (in collaboration with Dr. Anna L. Dallapiccola)

3.7.2. Provide details on the MOUs/collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution: N.A.

3.7.3. Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

- Our library was upgraded with the help of a grant received from the Narotam Sekhsaria Foundation (which is the Foundation linked to the Ambuja Cement company)
- Through our old students we are able to generate financial support for our underprivileged students, and they are also a help when it comes to the placement of our students each year.

3.7.4. Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and

international conferences organized by the college during the last four years.

- Media Mirror is an event organised by SCMSophia students (held both in 2013-14 and in 2014-15) under the supervision of faculty. Award-winning film directors Raju Hirani, Abhishek Kapoor, film editor Deepa Bhatia and others have participated in panel discussions. Award-winning photographer Samar Jodha, and Natasha Hemrajani have conducted master classes at this event.
- The names of eminent personalities from the field of the Hospitality Industry who have visited the college to conduct workshops etc. or to participate in events organised by the HAFT department have already been listed in response to Q. 3.1.8.

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

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

The only formal MoU is the one between our Institution and the University of Mumbai's Garware Institute of Career in Education and Development regarding the SCM course being under the Garware Institute.

But we do have a lot of informal collaboration both with other colleges and the Ad hoc Board of Studies in the case of the HAFT Department as well as with industry in the case of both HAFT and SCM. This has helped the college / departments in the following areas:

- a) Curriculum development/enrichment:
- b) Internship/ On-the-job training
- c) Professional development
- d) Consultancy
- e) Student Placement
- f) Guest Lectures, workshops etc.

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

- Over the past very many years we have built up our linkages with industry, whether it is the Hospitality Industry or the Media Industry. These are sustained by the contact our faculty maintain with the personnel in these fields. For example, both for the internships of four months that every BSc Hospitality student has to do in the second year or the internship of three months at the end of the course in the case of the students of the Certificate Course in Craftsmanship in Bakery and Patisserie, there are faculty members who engage in placing the students in suitable places for the same. During the course of the internship, especially in the case of the BSc students, there is a close follow up between the faculty, the student and the hotel in which they are placed. In the case of SCM, all the students do a one month specialisation in a media house. This again is possible because of the sustained linkages that the department has established with industry. Above all, the linkages are linked with job placements. Every year, top hotel groups come to our campus for placement. The linkages with the hotels are also maintained by the invitations that are sent to them (in most cases personally delivered to them) for both the Theme Dinner and the Annual Exhibition Dinner. The training personnel or HR Managers from many of the hotels do attend these events organised by SophiaHAFT.

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

**CRITERION IV: INFRASTRUCTURE AND LEARNING
RESOURCES**

4.1 Physical Facilities

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

- The Institution maintains and upgrades its facilities of the classrooms, laboratories, studios etc. from time to time as well as the equipment in order to facilitate effective teaching and learning. Major renovations and upgradation of facilities have taken place in the past two years both in the HAFT and in the SCM Departments. For example, besides the total upgradation of the bakery of HAFT and the two training restaurants, the classrooms and the training kitchens too have been renovated. In the SCM department, the department room, classroom and other facilities were renovated and a new Broad Cast Studio was set up.

4.1.2. Detail the facilities available for

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

For the Under Graduate Course – B.Sc. Hospitality Studies & Certificate Course in Craftmanship in Bakery & Patisserie	
Class Rooms	4
Seminar Hall (AV Room)	1 – Shared Facility
Tutorial Room	1
Computer Laboratory	1 – Shared Facility
Kitchens (Lab)	3
Restaurants (Lab)	2
Bakery (Lab)	1
Front Office Room (Lab)	1
House Keeping Room (Lab)	1
Animal House	-
Botanical Garden	-
Equipment for teaching & Learning : 4 LCD Projectors, 2 Note books 1 Laptop for the use in the classrooms and laboratories 31 Computers, 3 Printers 2 Scanners for the use of students in the Computer Lab. The 3 Speciality Kitchens and 2 Restaurants are well equipped with the all the facilities and equipments as well as the cutlery and crockery required for the students who have enrolled for the	

B.Sc. Hospitality Studies course.	
The Front Office has a counter to train the students who want to specialize in Front office Management and the Housekeeping Room is also well equipped with all the furniture required to train the students for the B.Sc. Hospitality Studies Course.	
The Bakery is also well equipped with all the latest equipments, including state-of-the art ovens, a dough-sheeter, two planetary mixers etc. required for the students who have enrolled in B.Sc. Hospitality Studies Course and for the Certificate Course in Craftsmanship in Bakery & Patisserie.	
Library	1- Shared Facility
Conference Room	1- Shared Facility

FURNITURE AND EQUIPMENT OF THE HAFT DEPARTMENT

The Housekeeping room has the following: 1 washing machine, one iron, one ironing board, one air-conditioner, double-bed, cupboard, table and chairs etc.

Front Office Room

N o	Items	Qty.
1	Reception Desk	1 No
2	Tepoy	1 No
3	Chair	1 No

Piccolo Too – Food and Beverage Laboratory

1	Tables	10
2	Air conditioners	4
3	Jack stacks	3
4	Bar kits*	6 sets
5	Garnish rack	1
6	Bar caddy	1
7	Chairs	32
8	Chandelier	1
9	Hand blenders	2
10	Wine chillers	2
11	Side boards	2
12	Bar counter	1
13	Bar display	1
14	Sofa (wall to wall)	1 continuous unit
15	Music system with five speakers	1
16	Host table	1

Piccolo – Food and Beverage Laboratory

1	Gueridon trolley with stove and cylinder	1
---	--	---

2	Air conditioner	1
3	Tables	11
4	Cutlery display board	1
5	White board with stand	1
6	Chairs	39
7	Side station	2 continuous units
8	Music system with five speakers	1
9	Haft logo plaque	1
10	Photo frame	1
11	Wall cupboard	7 (new added)

Bakery & Confectionery Laboratory

1	Electric Cake Maher	2
2	Mixer Grinder	1
3	Microwave Ovens	3
4	Weighing Scales	11
5	Cooling racks	32
6	Gas Ranges	2
7	High Flame Burners	1
8	Planetary Mixers	2
9	Honey Dew Freezer	1
10	Samsung refrigerators	2
11	Electric Geysers	2
12	Kenwood Mixer	1
13	Air Conditioner	1
14	Cupboards	3
15	Ice Cream Maker	1
16	Rataionl Ovens	2
17	Rack Oven (2 Decks)	1
18	Electronic Weighing Scale	1
19	Bajaj OTG	1
20	Food Processor	1
21	Dough Sheeter	1

Quantity Kitchen – Food Production Laboratory

1	High Pressure Burners	4
2	Electric Grinding Stone	1
3	Slicer	1
4	Tilt Pan	1
5	Mincing Machine	1
6	Grinder	2
7	Oven	1
8	Vegetable Masher	1
9	Sigdi	1
10	Planetary Mixer	1
11	Pulverizer	1

International Cuisine Kitchen – Food Production Laboratory

1	Low Pressure Burners	24
2	High Pressure Burners	4
3	4 Door Refrigerator Cum Freezer	1
4	Heavy Duty Geezers	2
5	Bain Marie	1
6	Salamander	1
7	Rational Oven (ordered)	1
8	Mixer Grinder	2
9	Mincing Machine	1

Third year Specialization Kitchen – Food Production Laboratory

1	Refrigerator (2 door)	2
2	Freezer	1
3	Bain Marie	1
4	Mixer Grinder	1
5	Pasta machine	1

Examination Room

1	Photocopying Machine	1
2	CC TV Camera	1
3	HP printer	1

HAFT Office

1	Printers	2
2	Computer with CPU	3
3	LCD Projectors	4
4	Net Books	2
5	Lap top computer	1

FOR THE DIPLOMA COURSE IN SOCIAL COMMUNICATIONS MEDIA

1. State of the art eco-friendly classroom that can seat 45 students with ceiling-mounted Epson LCD projector, Speakers, laptop. Ethernet and wifi connections to the internet
2. State of the art 1200 sq.ft. television studio with equipped with HD cameras, lights and sound equipment with video projection facilities
3. HD Production Control Room set up to industry standards with vision and audio mixing equipment – it is the only one in a media institute in the city.
4. Student break room with computer, internet and printing facility
5. Two industry standard editing suites for digital video and

broadcast editing with Final Cut Pro software
6. Sound recording room with audio recording and mixing equipment
7. Eco-friendly office space

LIST OF SCM DEPARTMENT EQUIPMENT

No.	Date of Purchase	EQUIPMENT	Qty.	Model Name & No.
PHOTOGRAPHY				
1	1980	SLR Camera	1	Nikon F2 7168407
2		SLR Camera	1	Nikon FE4 4001694
3		SLR Camera + Normal Lens	1	Nikon FE4 - 4001694 1:1.8 (4425488)
4		SLR Camera	1	Nikon FM2- N8766087
5		SLR Camera + Normal Lens	1	Nikon FM2 - N8766087 1.1.4 (5621180)
6		SLR Camera	1	Nikon FM2- N8658391
7		SLR Camera + Normal Lens	1	Nikon FM2 - N8658391 1:1.8 (2847883)
8		SLR Camera	1	Nikon FM2- N8553911
9		SLR Camera + Normal Lens	1	Nikon FM2 - N8553911 1:1.4 (4539770)
10		35 mm lens	1	AF Nikkor
11		(43-86) zoom lens	1	Nikkor (861480)
12	Jan 2015	SLR Camera With lens	1	Nikon F55 Donated by Sanaya Chavda (Ex-Student)
13	Jan 2002	Lightmeter		Minolta IVF 79111569
15	Jan 2004	Tripod (for still photography)	1	Lander L830
16	Jun 2005	Light	1	Prolinchrom Sr. No. 111204012749
17		Tripod and umbrella for the above		
18	Aug 2005	DSLR Camera	1	Nikkon D-70s
19		Battery Charger	2	Nikon

20	Oct 2007	DSLR Camera with 2 gb memory card	1	Nikon D-80
21	Oct 2010	Compact flash Card 8 Gb	1	Sandisk Extremem

SCREENING				
SLIDES				
1	Dec 1999	Carousel Projector	1	Kodak AF Ektapro 5020 (1315785020)
2		Carousel Trays	12	
OTHER				
1	Jan 1997	Audio Cassette Deck	1	Teac R 560
2	Jan 1997	Audio Mixing Console	1	Studiomaster 8-2
3	Jun 1998	VCR & Remote	1	ONIDA SQ 428 MS
4	Jun 2004	DVD Player & Remote	1	Pioneer DV 373
5	Jan 2007	Hathway Set-top Box with Remote (for cable)	2	Humax No.10006
6	Aug 2008	Screen for projection (Hanging)	1	
7	Feb 2011	Screen for projection (100" Diagonal) (A.V. Room)	1	
8	Sep 2009	Speaker with stand (21) AKJ23823	1	Makie SRM 450 v2
9	Sep 2009	Speaker with stand (21) AKJ23764	1	Makie SRM 450 v2
10	Jul 2010	Panasonic PT-AE 4000 L.C.D Projector	1	Panasonic (SA0320133)
11		Laser pointer	1	8G2019000001CE
12		Satellite Radio	1	World space
13	Jun 2014	Epson LCD projector (Class room)	1	Epson eb-x18
14	Jun 2014	Speakers (Class room)	1	Philip MMS6000F/94
15		Cordless lapel Mic (classroom)	1	
16		Speaker Including Amp (classroom)	1	Studiomaster 8-2
17		Extension Boards - Studio	4	
VIDEO SHOOTING				
1	May 2010	Sony HVR - Z7 HD Video Camera	1	Sony HVR - Z7 HD
2	May 2010	Sony HVR - Z7 HD Video Camera	1	Sony HVR - Z7 HD
3	Dec 2010	16 GB sandisk ultra CF Card	10	Sandisk

4	Dec 2010	Sandisk Card Reader	2	Sandisk
5	Jun 2005	Battery Charger for camera battery	4	Sony AC-V700A
6		Battery Charger for camera battery	2	Sony AV-D1050
7		Battery Pack (NP-F970)	4	NP-F970
8		Battery Pack (NP-F970)	3	NP-F970
9		Battery Pack (NP-F570)	6	NP-F570
10		Battery Pack (NP-F750)	1	NP-F750
11	Nov 2005	Manfrotto Heavy Duty Video Tripod with bag	4	Model No.503/525 MVB Kit
12	Nov 2015	Shure Corded hand held mic with bag and clamp	4	Shure Mic SM58 LC
13		Sennhesiser cordless lapel mic	2	G2 100
14	Jan 2006	Sony Corded Lapel Mike ECM 77B 821255	2	ECM 77B
15	Dec 2005	Senheiser 416 P48 Shotgun (Boom) Microphone	3	Senheiser 416 P48 Shotgun Microphone
16	Feb 2006	Indian Boom Rod 12 ft. (with bag & clamp)	2	
17		Rycote Windshield Kit 4, Windjammer 4	1	Rycote
18		Shure Portable Mixer FP33	1	Shure, Donated by Ex- Student
19	Dec 2007	Audio Recorder Micro Track2496	2	M-Audio
20		AKG Head phones K44	5	AKG
21	Dec 2005	MDR-7506 Stereo Headphones Sony with bag	2	MDR-7506 Stereo Headphones Sony
22		Zoom H1 Audio Recorder	1	Zoom
23		Sunguns	7	
24		Tripod for lights	2	
25	Jan 2006	XLR to XLR – Cable	12	
26	Feb 2006	RCA to RCA Video Cable 20 Mtr.	1	
27	Oct 2006	Stereo to EP Female XLR Wire	4	
28		Phono to XLR(male)	2	
29	Jan 2010	Reflector 32" & 40"	6	
30	Oct 2006	SONY DSR-PD 170 P	1	Sr.No.1318209
31	Jan 2008	SONY DSR-PD 170 P	1	Sr.No.1318655
32	Dec 2008	SONY DSR-PD 170 P	1	Sr.No. 515066
33		SONY DCR HC 54 Handycam with bag	1	Sr.No. 604571

34		SONY DCR HC 54 Handycam with bag	1	Sr.No. 600763
----	--	----------------------------------	---	---------------

STUDIO LIGHTS				
1	Jan 2005	Baby With accessories	2	1 kw Fresnel light
2		Multi 10 accessories	2	1 kw hard-soft light
3		Cutter Stands	4	
4		White Metal Stands	2	
5		Heavy Dark Metal stands with wheels	3	
6		Light Boxes - Studio	2	

EDITING				
ROOM 1 (BJ ROOM)				
1	Feb 2011	Apple Mac Pro with Final Cut Pro editing set up	1	Apple YM0390AQEUF
2	Feb 2011	Lacie 2 TB Hard drive External	1	Sr.No.13331011120520E
3	Oct 2013	Lacie 1 TB Portable External Hard drive	1	Sr.No.15661307260016QR
4	Nov 2012	Lacie 1 TB Portable External Hard drive	1	Sr.14291208110709QR
5	Nov 2012	Western Digit 2Tb Internal Hard Drive	1	Sr.wmawo0380613
6	Feb 2007	External hard drive with adaptor - 500 GB	1	Sr.No.1027610210033
7	Feb 2008	External hard drive with adaptor - 500 GB	1	Sr.No.1140708310937E
8		Flat screen monitor	2	Benq
9		UPS	1	APC RS 1000
10		Scanner	1	Epson perfection 4990
11	Jan 1997	Amplifier	1	NAD 302
12	Jan 1997	Speakers	2	Celestian Impack 15
ROOM 2 (AUDIO ROOM)				
	Jul 2008	Apple Mac Pro with Final Cut Pro editing set up and Nuendo 4 audio editing software	1	Apple
		Monitor	1	Samsung

		UPS	1	APC RS 1500
	Oct 2007	Motu Traveller Audio Mixer Interface	1	
	Oct 2007	Yamaha Monitor Speaker MSP5S Studio	2	
	Oct 2007	Mackie Audio Mixer - 1404	1	
	Oct 2007	Behringer HA 4700 Audio Monitor	1	Behringer HA 4700

BROADCAST PRODUCTION CONTROL ROOM				
1	Apr 2015	Vision Mixer	1	Panasonic AG-HMX100
2	Apr 2015	Panasonic P2 recorder	1	Panasonic AG-HPD24
3	Apr 2015	Panasonic P2 cards 64 GB	2	Panasonic AJ-P2E064FJ
4	Apr 2015	Audio Mixer	1	Allen&Heath ZED sixty 14FX
5	Apr 2015	Yamaha Speakers	2	Yamaha HS8
6	Apr 2015	Headphones	5	Blues SLR 812M.V.
7	Apr 2015	Talk Back System	1	
8	Jan 2009	TV Set (32") Flat Screen & Remote		Sony 32V550A (6151954)
9	Apr 2015	APC UPS- 2KV	1	SRC2000XLI-CC

COMPUTERS				
1	Mar 2014	Dell Inspiron Laptop 15" (With power supply adaptor)	1	S/N: 7J0VRX1
2	Oct 2012	Dell Laptop Inspiron N5520 (With Adaptor)	1	Dell
3	Apr 2013	Lenovo all in one 20 inch edge 72	1	S1GFN67
4	Oct 2010	Dell inspiron all in one 19 solo desktop computer	1	6DBBSL1
5	Oct 2010	Dell inspiron all in one 19 solo desktop computer	1	HGHVSL1
6	Aug 2006	Assembled computer (in BJ room)	1	
7		Dlink Network Hub 16 port	1	

8		Linksys Wireless Router	1	Sr.No.BR6524N1B CD0072
9	Jun 2014	EDMAX Wireless Router	1	
10	Jun 2009	Portable Hard Drive Western Digit 500 GB	1	Western Digit
11		Printer - SCM office	1	Canon MF- 4412
12		Printer - Broadcast Journalism Room	1	Canon LBP 2900b

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

Sports	
Outdoor and indoor games	Football, Volley Ball, Basket Ball, Table Tennis, Badminton and Cricket games are played in the Basket Ball Court which is a shared facility
Gymnasium	There is a Gym on the Campus for Women
Auditorium	Sophia Bhabha Hall located in the Campus
NSS	-
NCC	-
Cultural activities	Teacher’s Day, Annual Exhibition, also special occasions like Traditional Day, Friendship Day, Fun Fair etc. are celebrated in the institution in which all the classes participate. Ashirwad, or ‘sending forth’ ceremony, is held for the graduating students, besides farewell parties.
Public Speaking	-
Communication Skills development	- For the Third Year students of BSc in Hospitality Studies training is given in group discussion and personality development.
Yoga	-
Health & Hygiene etc.	- Medical tests are conducted for all the

	students of the BSc in Hospitality Studies as well as the students of the Certificate Course in Craftsmanship in Bakery and Patisserie.
--	---

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

- We do not have the possibility for expanding by additional building, because of the restrictions that we face on our campus which is a heritage campus and one which falls within the CRZ. However, we have done our best to make sure that our available infrastructure is optimally utilized and that it is in keeping with the academic needs of the courses. During the past few two to three years, we have totally renovated the Bakery and the two training kitchens used by the HAFT Department and almost all the areas and facilities of the SCM Department have also been renovated and upgraded and a new Broad Cast Studio has been set up. The following are the amounts spent on the renovation, upgrading and maintenance of our facilities:

a. Building

2011-12: **Rs. 460138**
2012-13: **3144473**
2013-14: **1493059**
2014-15: **5358739**

b. Furniture

2011-12: **Rs. 118923**
2012-13: **167646**
2013-14: **224232**
2014-15: **1053969**

c. Equipment

2011-12: **Rs. 133802**
2012-13: **138500**
2013-14: **311118**
2014-15: **2192748**

d. Computers

2011-12: **Rs. 71978**
2012-13: **118895**

2013-14:	1284846
2014-15:	1322859

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

- At the entrance to the college, a ramp with railing has been provided. There are also toilets with railing facilities.

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

- **Hostel Facility – Accommodation available:** we have a girls’ hostel which can accommodate 44 resident students. Each student is provided with a bed, cupboard, table and chair etc. There is a spacious dining room and recreation areas. The hostel is clean and well-maintained. The resident students have a good mess with vegetarian and non-vegetarian food. Wi-Fi facility is available.
- **Recreational facilities, gymnasium, yoga centre, etc.:** there is a basket ball court and volleyball court on campus. There is also a women’s gym.
- **Computer facility including access to internet in hostel:** the college is fully computerized. Besides the computer centre, each department has its own computers. The library, administrative and accounts office are also computerized. There is internet facility available in the hostel, which the students access via their laptops.
- **Facilities for medical emergencies:** we have four major hospitals in the vicinity of the college. In case of medical emergencies we take the person to one of these, especially to either Breach Candy Hospital or Jaslok Hospital, both of which are within easy walking distance and only few minutes away by vehicle.
- **Library facility in the hostels:** we do not have a separate library facility in our hostel. It is not required because the hostel is in the same building as the college. While the hostel is on the fourth floor, the college library is on the ground floor of the same building.
- **Internet and Wi-Fi facility:** Internet facilities are provided to the staff and students.
- **Recreational facility - common room with audio-visual equipments:** there are both a girls’ common room and a boys’ common room. There are no audio-visual equipments in these. In fact, given the nature of our courses, which are full-time and very demanding, the students hardly use the common rooms. The

basketball court which is adjacent to the college building is used by those who wish to exercise after college hours.

- **Available residential facility for the staff and occupancy:** the Principal is provided with campus accommodation. Some of the Class IV staff also have shared residential accommodation on campus.
- **Constant supply of safe drinking water:** there is a water purifier connected to a large water cooler available on almost every floor.
- **Security:** there is round-the-clock security on the campus. CCTV cameras have also been installed on the campus.

4.1.6. What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- The students of BSc Hospitality Studies and the Certificate Course in Bakery and Patisserie undergo a medical test each year and so do the staff. For the students of BSc Hospitality Studies, a medical insurance scheme in case of accidents is also provided. In case of any medical emergencies while on campus, the student or staff member is immediately rushed to one of the hospitals which is in close proximity to the college.

4.1.7. Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- We do have an IQAC, Grievance Redressal Cell and Women’s Cell. But there is no separate office for these nor is this required given the size of our college. These can use the conference room.
- We do have a counselling room, which is used for counselling.
- Each department does its own placements and this is done through the department office.
- There is a students’ canteen and also a staff room cum staff canteen. In addition, on Sophia campus there is the very large canteen of Sophia College which is also used by our staff and students (just as staff and even students of Sophia College come to our canteen).
- Safe drinking water facilities attached to a water cooler is available on each floor.

- We have an AV room in our college. In addition on the campus there is the large, centrally air-conditioned Sophia Bhabha / Auditorium which can accommodate over 800. We use this auditorium for major occasions such as Orientation Programme for all the students, Teachers' Day Programme, the three Interdisciplinary Programmes, Christmas Wishing, the Annual Prize Day Ceremony etc. 'Ashirwad' is a special ceremony organised at the end of the academic year for the graduating students.
- There is a basketball court on campus.
- There is a girls' common room and a boys' common room.
- There is a women's gym on campus, which our lady staff and female students can use if they wish to do so.

4.2. Library as a Learning Resource

4.2.1. Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The Library Committee comprises of Head of the Institution, Librarians and Heads of all Departments.

Significant initiatives have been implemented by the committee:

1. As a step towards library awareness a copy of existing library rules and regulations was sent to all the Heads of Departments.
2. The Library Rules and Regulations were reformulated.
3. As an outcome of the meeting of Library Committee, AMC for Pest control of the library was implemented.
4. Apart from conventional usage of the Library, the Heads of Departments were oriented to the Online Public Access Catalogue, i.e. OPAC system.
5. The Heads are regularly updated about the latest book Exhibitions cum sale.

4.2.2. Provide details of the following:

* **Total area of the library (in Sq. Mts.):** 175.41 sq. mts.

* **Total seating capacity:** 48 individuals

* **Working hours (on working days, on holidays, before examination days, during examination days, during vacation):**

The Library is open to all staff and students as per timings given below:-

Monday to Friday: 8.30 a.m. to 5.30 p.m.

Saturdays (1st, 3rd, 5th): 9.00 a.m. to 3.00 p.m.

Vacations: 8.30 a.m. to 4.30 p.m.

* **Layout of the library (individual reading carrels, lounge area for**

browsing and relaxed reading, IT zone for accessing e-resources)

In the library there are the following: Baggage Rack, Desk of attendants, Newspaper Desk, Terminal for OPAC, Cubicle of the Librarians, Weekly Display Desk, Reading Area, Stack Area, Magazine racks.

4.2.3. How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years. Library holdings Year -1 Year - 2 Year - 3 Year - 4

Number Total

- Syllabus prescribed by the University is a guideline for the users for seeking information.
- Titles from “References” of the syllabus are received from book suppliers on approval and then after the approval of Heads of respective departments, these books are bought in required number of copies.
- Library ensures that maximum books recommended in the syllabus are procured and in case of unavailability of any title, library keeps a track of such titles so that they could be made available to the users in the form of PDF from an authentic source on the internet.
- Since the demand of any professional course is more than the academic knowledge, library ensures to buy the latest books in respective fields. Excerpts and book reviews from newspapers and magazines which give information about the latest publications are kept track of.
- Suggestions of users i.e. both students and staff are also considered after the approval from respective Head of the Department.

For HAFT

Library Holdings	Year - 1		Year - 2		Year - 3		Year - 4	
	2011-2012		2012-2013		2013-2014		2014-2015	
	No.	Total Cost	No.	Total Cost	No.	Total Cost	No.	Total Cost
Text / Reference Books	24	Rs. 22256	41	Rs. 22677	-	-	68	Rs. 41372

For SCM

Library Holdings	Year - 4	
	2014-2015	
	No.	Total Cost
Text / Reference Books	7	4952

Library Holdings	Year - 1		Year - 2		Year- 3		Year - 4	
	2011-2012		2012-2013		2013-2014		2014-2015	
	No	Total Cost	No	Total Cost	No.	Total Cost	No.	Total Cost
Journals/ Periodicals For HAFT	6	Rs. 7103	7	Rs. 8063	7	Rs. 8703	6	Rs. 6317
Journals/ Periodicals For SCM							2	Rs. 4262
E-resources	-		-		-		-	
Any other (Specify)	-		-		-		-	

4.2.4. Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

*** OPAC**

ONE COMPUTER terminal is provided in library for users as Online Public Access catalogue.

Work is in progress towards Web OPAC – Web Online Public Access Catalogue of our library. It will be available on all 24x7 to all library members.

*** Electronic Resource Management package for e-journals**

NLIST,

The Library is using SLIM++ and KOHA integrated library software for E-journals.

*** Federated searching tools to search articles in multiple databases**

The Library is providing links to the databases of open access e-journals such as -

- OAJSE – Open Access Journals In world (excluding India)
- Science Direct
- Journal of Hotel and Business Management
- ELSEVIER - Open Access Journal
- Omics International
- Springer
- IJSER – international journal of scientific and engineering research
- Journal of Media Studies

- Other academic journals
- Online journal of communication and media technologies

Assistance is provided to the members of our library in searching these databases.

*** Library Website**

The Library does not have a separate website.

The catalogue of library which is WEBOPAC is in Progress giving details of maximum resources available in the library.

*** In-house/remote access to e-publications**

Our Library maintains an extensive collection of E-publications in the form of CDs, DVDs which can be borrowed by members.

*** Library automation**

The Library is well equipped with SLIM++ from past ten years and recently got updated by KOHA - web based Open Source ILS - Integrated Library System.

*** Total number of computers for public access**

The OPAC computer terminal is exclusively for the purpose of users whereas assistance is provided via other three computers also as per increasing demand of users including staff and students.

*** Total numbers of printers for public access**

The User can avail of the printing facility in the respective computer laboratory or in reprography centre. The library does not have its own printing facility for users.

*** Internet band width/ speed S 2mbps S 10 mbps S 1 gb (GB)**

2 mbps

*** Institutional Repository**

The Library has a repository of articles, projects, books, Question Papers which are available in various formats like CDs and PDFs. These are available to the users through WEBOPAC.

*** Content management system for e-learning**

- The library provides systemized content of all library resources with the help of library automation software.
- The Library provides link for NPTEL – National Programme Technology Enhanced Learning.

*** Participation in Resource sharing networks/consortia (like Inflibnet)**

- Resource sharing Networks such as application N-List – library is in procedure to subscribe for N-List Consortia.
- NISCAIR online periodical repository
- WORLD CAT
- NATIONAL KNOWLEDGE RESOURCE CONSORTIUM

- CSIR Knowledge gateway

4.2.5. Provide details on the following items:

*** Average number of walk-ins:**

In the beginning of the year the number of students visiting the library is 75 per day.

*** Average number of books issued/returned**

40 books per day

Average number of resources issued/returned is 60 per day including magazine, books, CDs, DVDs.

*** Ratio of library books to students enrolled**

30: 1

*** Average number of books added during last three years**

For HAFT (2012-13, 2013-14, 2014-15): 45

*** Average number of login to opac (OPAC)**

25 per day

The average number of login to OPAC is 25 per day, which increases after sessions of orientation to the new users.

*** Average number of login to e-resources**

5 per day

*** Average number of e-resources downloaded/printed**

As per the requirements, downloading of the resources varies.

*** Number of information literacy trainings organized**

The Library ensures to provide Information Literacy sessions to support and enable its users to effectively identify, locate and retrieve information for research and academic purpose. Training sessions for all the newly enrolled students are conducted. Information Literacy training is an ongoing process as it varies with the type of the user and also extent of the information needed.

- Library makes each and every user library aware or library literate.
- Referring to some of the resources like Encyclopaedias, Multilingual Dictionaries needs a kind of training which is imparted to all the users as per the requirement.
- Information about the library resources, their physical locations, retrieval on the OPAC, services offered, and rules to abide by is given during these information literacy sessions.

*** Details of “weeding out” of books and other materials**

The lists of books to be withdrawn are prepared and signed by respective Heads of Departments. As the resource could be useful to any of the future users, library tries to maintain the book in the form of a PDF.

4.2.6. Give details of the specialized services provided by the library

*** Manuscripts**

Manuscripts are available in library in the form of projects of students.

In addition to this library provides access to manuscript collection available on lexilogos site.

*** Reference**

- Irrespective of the resource being non-references or reference, our library provides an absolute open access to its users.
- The Library provides personalized assistance to members using library software regularly.
- The Library updates its online catalogue daily with various key terms in all library resources to provide fast reference Service to users.
- The Library provides referral service through online catalogue on web.

*** Reprography**

- Reprography facility is available to users in the form of scanning with reference to copyright.
- Photocopying facility is also available in the institute.

*** ILL (Inter Library Loan Service)**

- The Library provides reference to students (with proper authority letter and identity card) from other colleges or institutes.
- The Library serves to the needs of the users from institutes on campus such as Sadhana School, Sophia College for Women, Sophia Centre for Women’s Studies and Development, Sophia Nursery School.
- The Library directs its users to the other libraries pertaining to their requirements if the resource could not be made available in house. These include British Council Library, Films Division of India (CFSI), SNTD library, Library of University of Mumbai i.e. Jawaharlal Nehru Library and Fort library also.

*** Information deployment and notification (Information Deployment and Notification)**

- The Library ensures information deployment by way of updating the database of the library by uninterrupted indexing maximum resources not only of books and magazines but also of the resources available online.
- Clippings from newspapers are maintained which include text and images both.

- Current Awareness Services such as display of new books, display of latest issues of magazines, information about latest competitions, book exhibitions and sale is well appreciated by the users.

*** Download**

- Users are allowed to download the question papers which are maintained in the form of PDFs and JPGs via WEBOPAC.
- If the resource is not available in house, library tries to make it available in the form of PDFs for its users from only the authentic source on the internet.

*** Printing**

- The Library follows “Think before you Print” as is the need of time.
- Communications with users for overdue books is done strictly via emails.
- As mentioned under the heading “Reprography”, the library scans and sends the images required by the users to their respective emails.

*** Reading list/ Bibliography compilation**

Various types of reports can be easily generated in SLIM as well as integrated library Software ‘Koha’. These reports are as per the requirements of the users. Library assists them in this.

*** In-house/remote access to e-resources**

- An elaborate collection of CDs and DVDs has been maintained in the library which also is for borrowing.
- Links to various e-resources have been provided in the library WEBOPAC.

*** User Orientation and awareness:**

- Every year library organizes/conducts an orientation or user awareness session for all the classes.
- During Library Orientation, users are given a hands-on training of the OPAC catalogue. After that once they start using it, library gives personalized sessions to help them get acquainted / make the best of the OPAC / fast usage of OPAC.
- There are orientations conducted for new and senior staff from time to time.

*** Assistance in searching Databases:**

The Assistance in searching Databases depends on the following:-

- Type of user
- Format in which the query has to be answered
- Extent of the query
- Time given to answer the query

The Orientation conducted at the beginning of the year includes training the user for accessing library database using OPAC. As per the acquaintance of the user to the database, library assists the user step-by-step as

- Basic Search – The reference required has to be recognised as text or visual or audiovisual after confirming the same from the user. Broad search is made from the database with the help of given terms. E.g. the term ‘menu designing’ could be designing the given menu or actually creating a menu along with the names and description of recipes or it could also be a demonstration of some of the recipes.
- Advanced Search – This means to extract or sometimes reach to the micro term / micro topic from the terms available. Here, the user is given training in particular with respect to the various access points available in the database e.g. Author, Place of publishing, Subject, Publisher or Title. Keyword is the major access point to utilize the features of the database to maximum.
- Search within results – Similar subject topics are gathered from the terms which have been given already. E.g. – resources under the term “management” would also include resources specifically for “Human Resource Management”, “Management by Objectives” and also “Strategic Management.”
- Analyzing results – Users are made aware of utilizing their own search history also. This includes Combining various Terms (Boolean Searching) and Refining and Repeating Search terms.

*** INFLIBNET/IUC facilities:**

We are members of INFLIBNET under the N-LIST programme.

4.2.7. Enumerate on the support provided by the Library staff to the students and teachers of the college.

- The Library is in a continuous process of re-engineering the available resources and exploring the existing ones. Instead of being rigid in placement of the library furniture, collections of specific resources are re-located or re-positioned physically. This rejuvenates the look of the library also.
- The Library staff members strive hard for user satisfaction.
- Each and every query is catered to not only in the resources available but also in the form of a PDF from authentic sources on the internet which are promptly emailed to the users. Such a discovered source is then not only retained in the library keeping in view the future users but also it is treated as a standing query and more and more resources are kept ready. This involves an uninterrupted research by the librarians even after satisfying the query of the first user.
- The Librarians make sure that every query has multiple resources available. In order to reach out to the users, librarians keep on updating the database by giving more and more keywords. This makes sure that the user, who may not approach the librarian, is readily getting the answer to her query by the way of OPAC.

- In case of users who need resources to be scanned, the required content is emailed under the purview of Copyright law.
- The Library recognizes alumni of the institute along with the present students. Ex-students are welcome to the library for reference.
- An exclusive collection of question paper files is maintained by the library for reference by the users. Keeping in view the elaborate use of this collection, it is kept in the form of both physical as well as digital format.
- The Library takes pride in including collections which are authored by Director, staff members, visiting staff, ex-students, ex-staff in the displays which are kept for the users. We have books by Dione Bunsha, Sr. Anila Verghese, Mr. Hoshang Velati, P. Sainath, Smruti Koppikar, Jerry Pinto, Kaumudi Marathe, and Ammu Joseph.
- The Library hosts a unique collection of books under the Sophia Cooverji Hormusji Bhabha Programme of Ethics and Spirituality. As future professionals, our students need to be well equipped with the soft skills along with the academic excellence. Library makes sure that books from this collection are made the best use of by library users.
- Our library is characterized not only by some of the rare books but also by our own collection of Picture Books with major contribution and persistent hard work of library domestic staff. These are widely of following types –
 - Picture Books of Annual Events – These include articles and images from newspapers during yearly events like festivals, celebrations.
 - Memorable Events – Some of the events which are landmark in history are covered in print media exclusively. This picture book consists of contents from newspapers which represent such events. e.g. – events in Sports, Politics etc.
 - Amul Picture Book – The Library has this picture book of most of the posters of Amul India.
- Weekly and special topic displays – To minimize the gap between the users and library, library organizes the displays of new books, displays on specific topics. This encourages the users and also increases the number of potential users.
- Granthotsav –
On the occasion of birth anniversary of Dr. Shiyali Ramamrut Ranganathan, Father of Indian librarianship, the library celebrates “Granthotsav”. It is the showcasing of Valuable Collectibles of Library.
- The Library highly respects the intellectual property rights and makes sure that library resources not misused.
- Magazine display – There is a constant display of latest issues of Magazines. In this way latest trends in respective professions are made known to students and staff.

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

The Library extends its help to the students who are physically challenged:

- Help is extended to hearing impaired students by way of lip reading and communicating in writing.
- In case of special need, e.g. a student who was visually impaired, such users are allowed by the library to borrow books for a longer period.
- Dyslexic students also are extended help as per their need.

4.2.9. Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

- The Library gets feedback from student and teachers on regular basis which include review of services of library and recommendation of books and magazines.
- The Library updates its services as well along with its resources.
- ‘Granthotsav’ is becoming a forum for all the users to give their responses to the library collection and services.

4.3. IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the Institution

- **Number of computers with Configuration (provide actual number with exact configuration of each available system)**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Licensed software**
- **Number of nodes/ computers with Internet facility**
- **Any other**

All the Computer systems in the various departments are on Data network.

If they are detached from the network then they can perform as stand-alone machines.

Internet on Campus

Each department in the college has Internet Facility for students as well as staff

Department	Internet Plan	Number of Nodes	Utilized by
Computer Centre	8 Mbps ADSL MTNL	30	Students
B.Sc. in Hospitality	2 Mbps ADSL	04	Staff

Studies	MTNL		
Social Communications Media	50 Mbps with 30 GB FUP (Hathway)	06	Staff and students
Library	50 Mbps with 30 GB FUP Hathway	04	Staff and students
Administration Office		02	Staff
Accounts Office		03	Staff

There is also internet facility in the Principal's Office

Other than the computers mentioned above, there are number of machines in the departments.

The post-Graduate students of the SCM department use their own laptops for work and the institute provides Wi-Fi facility.

Ratio of computer usage

No. of students 2014-15 : 238
 Computers used by the students (in various) depts. : 35
 Ratio of computer utilization is : 1:6.7 students

Licensed Software

Name of the software	No. of Licenses
Windows XP	14
Windows 8.1	29
Microsoft Office	20
Adobe Photoshop CS4	20
Adobe Photoshop CC	11
Adobe Illustrator CC	11
Adobe Muse CC	11
Fidelio (for front office management)	31
Calc menu (Recipe Management System)	31
Tally ERP 9 -Accounts	02
Library – Slim ++	03
Library – Opaque ++	01
Nuedo- 4	01
Cut Pro	02

4.3.2. Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Computer Configuration – Administrative Office

Heading	Specification	No. of Computers
Computer Processor RAM	Core2Duo 2 GB	01

Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	500 GB Dell Logitech CD writer None	
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Pentium IV 2 GB 500 GB Dell Logitech CD writer	01
Printers Make Model Number Colour or Black and white	HP 1007 Black and White	01

Computer Configuration – Accounts Office

Heading	Specification	No. of Computers
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Core2Duo 3 GB 500 GB Sony 19” Logitech None None	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Intex None Creative	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Microsoft DVD writer Creative	01
Printers Make Model Number Colour or Black and white	HP 1007 Black and White	01

Computer Configuration – Library

Heading	Specification	No. of Computers
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Core2Duo 2 GB 500 GB View sonic 19” Microsoft DVD writer Creative	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Microsoft DVD writer Creative	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Microsoft DVD writer Mercury	01
Printers Make Model Number Colour or Black and white	HP Mono Laserjet 1020+ Black and White	01
Scanner Make Model Number Colour or Black and white	HP G2410 Black and White	01

Computer Configuration – Computer Centre

Item	Description	No. of Computers
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel Core – i5 (original) 3 rd Generation 4 GB 500 GB Dell and View sonic (16” and 19”) Microsoft and Logitech Sony (4 NOs) Creative (4 Pairs)	31
Laptop	Intel Core2 duo	

	2 GB RAM 500 GB Logitech mouse CD writer	01
Printer Make Model Number Colour or Black and white Size	HP Laserjet 2035 Black and white A4	01
Printer Make Model Number Colour or Black and white Size	HP Laserjet CP1215 Colour A4	01
Printer Make Model Number Colour or Black and white Size	Epson L100 Colour A4	01
Scanner Make Model Number Size	HP G3110 A4	01
Scanner Make Model Number Size	HP 4850 A4	01

Computer Configuration – HAFT Department

Heading	Specification	No. of Computers
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Dual Core 2 GB 150 GB Dell 17” Microsoft DVD writer Creative	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader	Intel i3 2GB 500 GB Acer 17” Logitech DVD writer Intex	01

/writer Speakers		
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Microsoft DVD writer None	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Intel i3 4GB 500 GB Dell 19” Microsoft DVD writer Creative	01
Printers Make Model Number Colour or Black and white	Epson L210 Colour	01
Printers Make Model Number Colour or Black and white	HP 1020 Black and white	01
Scanner Make Model Number Colour or Black and white	Epson L210	01

Computer Configuration – Social Communications Media (SCM)

Department

The Post-graduate students bring their Laptops and the institute provides Wi-Fi facility to the students. Three of the following machines are used by the students.

Item	Description	No. of Computers
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Dell Inspiron all in one Core2 Duo 3GB 500 GB Inbuilt 19” display Logitech Inbuilt	02

	inbuilt	
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Lenovo All in one Core I3 4 GB 500 GB Inbuilt 19" display Lenovo Inbuilt inbuilt	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Dell Inspiron Laptop Core I5 6 GB 1 TB 15.6" dell Inbuilt Inbuilt Inbuilt	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	Dell Inspiron Laptop Core I5 4 GB 500 GB 15.6" dell Inbuilt Inbuilt Inbuilt	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	MAC PRO 2.8 GHZprocessor 4 GB 2 TB Benq 2 display monitor Inbuilt Inbuilt inbuilt	01
Computer Processor RAM Hard disk Capacity Monitor Make and Size Keyboard make CD/DVD reader /writer Speakers	MAC PRO 2.8 GHz processor 4 GB 2 TB Samsung 2 display monitor Inbuilt Inbuilt Yamaha hs8 1 pair	01
Printers Make Model Number Colour or Black and white	Canon LBP 2900 Black and white	01
Scanner		

Make Model Number	Epson perfection photo Scanner 4900	
----------------------	---	--

Principal's Office Computer

Item	Description	No.of Computers
Computer Processor RAM Hard disk Capacity CD/DVD writer Speakers	Lenovo All-in-one Core –i3 2 GB 500 GB Inbuilt No	01
Printer Make Model Number Colour or Black/white	HP laserjet 1020 plus Black and white	01

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- We have annual maintenance contracts for all our computers. Each year, anti-virus software is installed in all the computers. New and latest versions of licensed software are purchased.

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

- The following amounts have been spent on computers, including annual maintenance contracts and software:

2011-12:	Rs. 71978
2012-13:	118895
2013-14:	1284846
2014-15:	1322859

4.3.5. How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- All the staff members as well as the students have access to computers and internet on campus
- The HAFT Department has four LCD Projector and 2 netbooks and one laptop for use in teaching.
- The computer laboratory has its own LCD Projector which is ceiling mounted and connected to a computer.
- The SCM classroom is fitted with a ceiling mounted Projector.
- The AV room is fitted with a ceiling mounted Projector.

- The Institute also has one additional portable Projector and laptop which can be used anywhere as required.

Most of the teaching-learning takes place using ICT.

4.3.6. Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- Since it is a post-graduate course, lectures in SCMSophia are more like class room discussions where students are expected to read the content before the class. Only half the day is dedicated to lectures, the other half is dedicated to practicals which students do collaboratively in small groups in subjects like radio, television and individually in subjects like journalism. In Fundamental Concepts, students file an RTI petition and then attend a discussion with an RTI activist so that they are already primed for the discussion.
- All the teachers of HAFT have access to computers and connectivity to LCD Projectors and internet. During the classroom sessions Power Point Presentations and audio visuals are screened, with each student participating in interactive sessions by way of them making individual and group presentations.
- In BSc Hospitality Studies during laboratory practical sessions for Food Production & Bakery & Patisserie, the students under guidance participate in the indenting and checking the quantity of the ingredients as per the specifications provided, processing and heat application/ cooking as per the recipes researched/ provided. In addition journals are maintained for collated menus along with kilo calorie figures for nutritional content. During laboratory practical sessions for Front Office, the students under the guidance of the professor get 'hands on' experience with the PMS- Fidelio demonstration package installed which helps each student to create a computerized reservation based on the guest data/ profile, printing electronic confirmations, check-ins and registration, guest stay and check-out including guest billing and pre billing formalities. During laboratory practical sessions for Food & Beverage Service, the students under the guidance of the professor, design menus, plan scale models of buffet and table service layouts, learn 'Bar & Beverage Service' create recipes and demonstrate service of cocktail and mocktails and full 'Gueridon Service'.

4.3.7. Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

NO

4.4 Maintenance of Campus Facilities

4.4.1. How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

- a. Building**
- b. Furniture**
- c. Equipment**
- d. Computers**
- e. Vehicles**
- f. Any other**

- In order to ensure that the building and equipment are maintained well, the building is insured against fire and other hazards. There are annual maintenance contracts for the maintenance of the lift, water filters, intercom system, fire extinguishers as well as all computers and printers. There is also a maintenance contract for Pest Control, which is required given the fact that we have a department which deals with food.
- The Management sought for affiliation with the University of Mumbai to start this new college in 2007. Prior to that a lot of infrastructural renovations and improvements were carried out. Hence, for the first few years after the college actually started functioning, i.e. in June 2009, no major infrastructural improvements or renovations were necessary. However, during the past three to four years again we have spent much on Building, Furniture, Equipment, Computers, and Furniture. The details of expenditure for the on-going maintenance as well as renovations and new equipment and furniture for the past four years, as spent both by the Institution as well as by the Management are given below:

a. Building

2011-12:	Rs. 460138
2012-13:	3144473
2013-14:	1493059
2014-15:	5358739

b. Furniture

2011-12:	Rs. 118923
2012-13:	167646
2013-14:	224232

2014-15: **1053969**

c. Equipment

2011-12: **Rs. 133802**

2012-13: **138500**

2013-14: **311118**

2014-15: **2192748**

d. Computers

2011-12: **Rs. 71978**

2012-13: **118895**

2013-14: **1284846**

2014-15: **1322859**

e. Vehicles

2011-12: -----

2012-13: -----

2013-14: -----

2014-15: **Rs. 140000**

f. Any other -----

4.4.2. What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

- Our Trust has a full-time maintenance team that comprises an electrician, plumber, carpenter and painter. Hence routine repairs and upkeep is not an issue for us.
- The computers, lift, intercom facility etc. are on Annual Maintenance Contract and this ensures regular maintenance and upkeep. There is also an annual maintenance contract for Pest Control.
- We also have a regular team of contractors for major repairs and maintenance works (for civil and plumbing work; for painting; for carpentry; for electrical work; for maintenance of refrigerators and air-conditioners). During the vacation periods as well as if necessary during term time, major maintenance and repair work is undertaken.

4.4.3. How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

- We do not have scientific instruments hence calibration and precision measures are not required. However, for our lift, fire fighting system, intercom system etc. besides, of course computer maintenance, we have Annual Maintenance Contracts to ensure the time to time servicing and maintenance of all these. We also have a building insurance.

4.4.4. What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- The institution is located in South Mumbai and we do not face either power cuts or voltage fluctuations, hence there is no need to have voltage stabilizers, generator etc. We are also very fortunate in having an excellent water supply because a VIP water line feeds the tanks that serve the institution. Hence, we have not faced any water problems during the past many years even when other parts of the city face such problems. This is important for us because for the BSc Hospitality Studies with its kitchens and bakery etc. a good supply of flowing water is necessary.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

- Although ours is a very small college, we are proud of our excellent infrastructure and Learning Resources. The College is set within a 4.586 acre sylvan campus with spacious lawns, gardens, a rich variety of trees etc. (a rare luxury in South Mumbai).

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Mentoring and Support

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

- Given the fact that ours is a very small college, the prospectus is updated every two or three years. The last update took place in June 2014.
- The Institute website was also updated in June 2014.
- More importantly, information is provided via the notice-board and announcements made in class by the class teacher and even through the use of the social networking technologies such as 'Facebook' etc.
- In the HAFT department, each practical batch also features on their exclusive 'WhatsApp' group where the teacher closely monitors the information filtered down to the group. Whenever required an open forum is initiated beyond class hours all within the strict parameters laid down by the course teacher. E.g. for theme dinners when the students have to procure exotic vegetables / costumes/ décor material, the photographs are sent to the teacher to be approved via WhatsApp.
- SCMSophia updated its departmental website and brochure at the start of the academic year 2014-15. No changes are being made in the three-year period covered by the MOU with Mumbai University's Garware Institute of Career Education and Development. Also, regular updates of departmental activities are posted on the website and also on the social media. Hence, yearly updates are not required.

5.1.2. Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

B.Sc. Hospitality Studies

Year	Type of Scholarship/ Freeships	Number of Students	Amount
2011-12	Priyadarshini Academy Scholarships –	1	10,000

	through the Institute		
2012-13	Financial Aid from the Management / College	4	46,000
2013-14	1.Financial Aid from the Management / College	5	50,000
	2.Educational Aid from Travescor Charitable Trust – through the Institute	3	70,000
	3.Priyadarshini Academy Scholarships –through the Institute	2	10,000
2014-15	1.Financial Aid from the Management / College	10	1,40,000
	2. Educational Aid from Travescor Charitable Trust – through the Institute	6	1,80,000

Social Communication Media Course

Year	Type of Scholarship/ Freeships	No. of Students	Amount
2011-12	Financial Aid from the Management	2	40,000
2012-13		0	0
2013-14	Financial aid given to the student by alumnae and and faculty via the Institute	1	1,20,000
2014-15	Financial aid given to the students by alumnae and and faculty via the Institute	1	1,57,000
	Financial aid given by the Management	1	4,000

In the above two cases of the SCM students who were given major financial aid in 2013-14 and 2014-15, one of the regular visiting faculty, in each year also gave the particular student Rs. 4000/- per month as a stipend to cover her travel to the Institute and other expenses.

The Institute scholarships are given in the month of August or in September, once all applications are received and are scrutinized and sanctioned. The scholarships from other Charitable Trusts are given as and when they release the funding.

5.1.3. What percentage of students receive financial assistance from state government, central government and other national agencies?

- Since ours is not a grant-aided institution our students are not eligible to apply for such financial assistance from the government.

5.1.4. What are the specific support services/facilities available for students from

- SC/ST, OBC and economically weaker sections

- As already mentioned, given the fact that ours is not a government aided institution, our students from the reserved categories cannot avail of government scholarships that are available to students of these categories in aided institutions.
- Students from economically weaker sections, many of whom are also from the reserved categories, are encouraged to apply for financial aid to the college and / or are helped to apply for scholarships to other Charitable Trusts. Those who wish to apply for student loans from banks are given the necessary assistance. In 2013-14 and in 2014-15, one student of SCM, from an economically weak background has received not only substantial scholarship, but even assistance from a visiting faculty member of the department for on-going monthly expenses.
- In HAFT, students from EBC are provided financial aid and incentives to the extent that student gets free meals to reduce their financial burden, which is sponsored by our principal. Some students belonging to SC/ST/OBC have difficulty in comprehending the terms and terminology pertaining to Food and Beverage and Food Production. Added inputs are given by the respective faculty members who take tutorials with these students to ensure that they get an even chance to secure good grades.

_ Students with physical disabilities

- There is a ramp provided with railing at the entrance to the building. Some of the toilets also have railing facility to help students with physical disability. Those who have learning disabilities are given all the assistance as per rules.
- In HAFT, in the academic year 2014-2015 one of the students of the Bakery and Patisserie Certificate Course was given admission although he had a slight physical disability (one leg was shorter than the other) the student was given extra time to do his practicals and was given the option to sit after prolonged duration of being on his feet. During the academic year 2012-2013, one BSc Hospitality student was diagnosed with throat cancer. The management, staff and students extended to her full empathy and support, both emotionally and financially. When this student was undergoing chemotherapy during regular college hours, she was given time concessions and the staff arranged for additional academic inputs to make up for the time lost, at her convenience. In conclusion to the course, the student was rejected on medical grounds in the final stage of the campus recruitment placement procedure. The department using its influence and contacts procured a special placement for her against all odds in a reputed hotel in South Mumbai. Three students who had met with accidents and were temporarily incapacitated were given special considerations with regards to flexibility in time schedules for assignment submission, less physical strain and for one particular case rescheduling the industrial training (the student concerned was unable to stand for long periods of time and was allowed to defer the training till her leg healed).
- The SCM staff and the library gave all assistance to a student of the 2009-10 batch who was severely visually challenged.

_ Overseas students

- We rarely get applications from such students.

_ Students to participate in various competitions/National and International

- As far as is possible, exemption from lectures and practicals has been given to such students. However, given the nature of our courses, there is a limit to how much a student can miss of lectures and practicals for such purposes.

_ Medical assistance to students: health centre, health insurance etc.

- All the students of the BSc in Hospitality Studies are covered by an accident insurance. This is important given the fact that they work in the kitchens, bakery etc.

- A medical test is carried out for the students of the BSc in Hospitality Studies as well as the students of the Certificate Course in Craftsmanship in Bakery and Patisserie.
- In HAFT, there is a well equipped First Aid box in each of the Kitchen laboratories and the Bakery Laboratory. Band Aid, Cotton wool / gauze, Burnol, Betadine anti septic liquid, surgical tape, Glucon D, feminine hygiene products, and the basic non schedule H pain relievers are accessible to the students and dispensed by the teacher free of charge.
- In case of any medical emergencies the student or staff member is rushed to one of the hospitals in the proximity of the college.

_ Organizing coaching classes for competitive exams

- This is not necessary because our students rarely aim to sit for such competitive examinations. They join our courses aiming for a professional career although some first do further studies in the field before embarking on a professional career.

_ Skill development (spoken English, computer literacy, etc.)

- If they do not already have it, computer literacy is provided to the students of all our full-time courses. Given the nature of our courses the use of computers is a must. As far as English is concerned, our students generally can speak English. Communications skills in English forms part of the curriculum of the BSc in Hospitality Studies.

_ Support for “slow learners”

- The students who have learning disabilities are given the help as per rules. Those who are slow learners are given assistance by their teachers / mentors and the brighter students are asked to help such a student who has some difficulty in learning.
- In HAFT, extra tutorials are given if necessary and the class teacher and subject teachers are informed for follow up.

_ Exposures of students to other institution of higher learning/ corporate/business house etc.

- Our students are exposed to the respective industries through the internships that form part of the essential training in BSc Hospitality Studies as well as the Certificate Course in Craftsmanship in Bakery and Patisserie and through the one month of specialisation in industry that every SCM student is given. In addition, field trips are organised from time to time. Personnel from the respective industries also visit our college and interact with the students whether through guest lectures,

workshops and demonstrations or as visitors and guests at events that are organised.

Publication of student magazines

- Both SCMSophia and SophiaHAFT have their own departmental student magazines. SCMSophia publishes an annual award-winning student magazine titled 'Marginalia'. The HAFT Department's student magazine is entitled 'Bon Appétit'. The contents comprise of an introductory 'forward' by the Principal, articles contributed by students, placement record for the year, colour photographs of events and happenings of the academic year. The editorial team comprises students and one faculty member and technical assistance is provided by an IT faculty member.

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

All our courses aim at training the students to be professionals. Hence, directly and indirectly we encourage and facilitate entrepreneurial skills.

- The various events that are organised by the HAFT Department aim at developing such skills among the students. The additional workshops that are held also aim at this. The students of the Certificate Course in Craftsmanship in Bakery and Patisserie organise and run a bakery sales counter during the annual exhibition which gives them entrepreneurial training. The over-all impact of the various activities organised by the HAFT Department is evident in the very high levels of job placements through the college of our graduating students of BSc in Hospitality Studies. Those who do not get job placements through the college are generally those who did not opt for the same, either because they wish to study further before taking up a job or they plan to enter a family business that is related to the Hospitality Industry or set up a 'start-up' business on their own. For some of the students of BSc in Hospitality Studies, as well as quite a few of the students both of the Certificate Course in Craftsmanship in Bakery and Patisserie or even the short-term Dynamics of Bakery and Patisserie courses aim to be self-employed.
- The students who do the SCM course are exposed to all the facets of the media industry. In addition, through their one month's specialisation in one area, they get a deeper knowledge of any one area of the media industry. Though the majority of our graduating students initially opt to join a media company, with some experience, some branch out on their own and start their own ventures or work as freelancers.

- SCMSophia prides itself on being a finishing school for the mind. Students are trained to make the transition from an undergraduate student to a media professional through their exposure to well-placed media professionals and familiarity with technology. We provide them with a well-rounded social perspective that makes them confident and responsible citizens of a democracy who understand social issues including gender and inequality.

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

* additional academic support, flexibility in examinations

* special dietary requirements, sports uniform and materials

* any other

- The students of HAFT are given encouragement to participate in intercollegiate, state level and national level competitions and tournaments for Cricket, Football, Rugby, Martial Arts and Boxing/ Kickboxing. The students are even encouraged to participate in cultural events held on campus (Kaleidoscope) and other intercollegiate mega events (Malhar). The students are excused from regular theory and practical classes during these events and extra inputs are given to them by the teachers to make up for the lost time. One of our students was a professional singer having sung several regional and Hindi songs having choreographed events on a grand scale. The names of the winners and ‘runners up’ are announced in the morning by the college dean and the same are prominently displayed on the notice board
- SCMSophia is a highly ranked (7th in India in the *Outlook* Survey of 2014) intensive fulltime postgraduate course that is only two semesters long. We encourage our students to attend film festivals such as MAMI where they are selected to be on the Young Critics Jury. They are excused from classes only for these.

5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIRNET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

- Students who chose to do a course at our Institute generally do so because they wish to pursue a career in the chosen field, whether it is Hospitality or Bakery or Media. Hence, very few,

if any, of them are aiming to sit for competitive examinations. Of course, a few of the students who opt for further studies abroad appear for examinations such as GRE / TOFEL etc. But these numbers are few and the Institute does not have the statistics of how many do sit for such examinations.

- In the case of SCMSophia, the HOD and several alumane have studied abroad; they provide guidance on an informal basis.
- HAFT has alumni who are successful entrepreneurs, top level managers and eminent chefs in the Hospitality and Tourism sectors and multinational companies/ offshore and land based catering institutions and International & Domestic Airlines. There are a number of ways by which alumni link to HAFT namely
 - syllabi revision
 - curriculum development
 - sponsor ingredients during events
 - as judges for competitions
 - publicity for the department
 - being chief guests for our main event (exhibition dinner)
 - organising demonstrations and guest lectures
 - sponsoring infrastructure equipment

5.1.8. What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

- We have the facility in our college for personal and psycho-social counselling. This service is provided by a trained, professional counsellor.
- Academic and career counselling is done by the faculty of the respective department for we have a mentoring system. In addition, in the HAFT Department there is the system of class teachers.

5.1.9. Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- Yes, we have a mechanism for the placement of our students. Placements via the institution is done both for the students of the HAFT Department as well as the SCM Department. In the former it is done through campus and off campus interviews. Top hotel groups visit our college for the same; these include the Taj Group, the Oberoi Group, the Hyatt Group as well as others such as Sofitel, Taj Stats, Thomas Cook etc. One of the faculty members is named in charge of placements. The placement interviews on campus for

the graduating class start as early as the month of September. The whole process of job placements via the college goes on throughout the year, beginning with the visit of the Head and those involved with placement to the top hotels in the beginning of the academic year, then going on to the visit of personnel from the hotels to the campus for the first round of recruitment process, to the second round in the hotels themselves and so on till the letters of appointment are received and the acceptance sent to the hotels concerned.

- SCMSophia students are assigned an alumnae mentor to guide them through the first year of employment. Students are placed with organisations that our alumnae have worked with or have suggested. SCMSophia students are employed at all the well-known media houses including The Times of India, DNA, Hindustan Times, NDTV, Times Now, EXCEL Entertainment, Disney, BBC and many others

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

Yes, we do have a Grievance Cell. However, no grievances have been reported during the last four years.

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

We have a Women's Development Cell. However, to date we have not had to resolve any issues pertaining to sexual harassment.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

We have had no reported case of ragging. Ours being a small college and with close interaction between faculty and students and also with the systems in place of mentoring and class teachers, we have not faced such problems.

Notices pertaining to anti-ragging are put up as stipulated by the University and its guidelines, especially at the time when new students join the institute. At all orientations it is repeatedly mentioned that ragging is strictly prohibited.

5.1.13. Enumerate the welfare schemes made available to students by the institution.

- Financially needy students are encouraged to apply for financial aid.

- There is the accident insurance scheme that all students of the BSc in Hospitality Studies are automatically covered by since they pay a small amount for the same as part of their fees.
- Students requiring letters and information for applying for bank study loans etc. are given the necessary help.
- Besides the counselling facilities and the close follow up of students by the faculty, we also have a full-time Dean of Students who is available to the students to guide them as well as to help them organise various activities. There is also a college warden who sees to various practical aspects.

5.1.14. Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

- We have an Institute alumni association but it is not recognised. The alumni help us in many ways: e.g. sponsoring financially needy students, helping us with syllabi revision or curriculum development; and offering their expertise in conducting guest lectures, workshops and demonstrations.
- SCMSophia has a close-knit alumnae network that runs a Google group that has an active listserv. Job vacancies are posted here as also various other requests. Through this network, two students were fully funded in the last two years. An infrastructure fund is also being collected.
- HAFT has alumni who are successful entrepreneurs, top level managers and eminent chefs in the Hospitality and Tourism sectors and multinational companies/ offshore and land based catering institutions and International & Domestic Airlines. There are a number of ways by which alumni link to HAFT namely
 - syllabi revision
 - curriculum development
 - sponsor ingredients during events
 - as judges for competitions
 - publicity for the department
 - being chief guests for our main event (exhibition dinner)
 - organising demonstrations and guest lectures
 - sponsoring infrastructure equipment

5.2. Student Progression

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

Student progression %

UG to PG

PG to M.Phil.

PG to Ph.D.**Employed****• Campus selection****• Other than campus recruitment**

IN HAFT – for BSc in Hospitality Studies

ACADEMIC YEAR	UG TO PG etc.	PG to M.Phil	PG to Ph.D	EMPLOYED/ CAMPUS SELECTION
2014-2015	15%	NIL	NIL	56%*
2013-2014	18%	NIL	NIL	39%
2012-2013	18%	NIL	NIL	42%
2011-2012	13%	NIL	NIL	45%

The recruitment as given above is through the college, generally via campus recruitment, though sometimes hotels ask that the candidates be sent to the hotel directly for the selection process. The details of the job placement process have been given in response to Q. 2.6.4. The details of the actual placements done through the department during the last four years are as given below:

ACADEMIC YEAR 2014-2015**LIST OF HOTELS IN MUMBAI WHERE STUDENTS WERE PLACED (IN PROCESS)**

NAME	NO OF STUDENTS
TAJ PALACES & VIVANTA BY TAJ	9
THE OBEROI (NARIMAN POINT)	9
THE OBEROI TRIDENT (BKC)	1
SOFITEL	6
4 SEASONS	3
HYATT GRAND	4
HYATT REGENCY	1
PALLADIUM	5
TAJ SATS	2

LIST OF HOTELS OUT OF MUMBAI WHERE STUDENTS WERE PLACED

THE OBEROI (OCLD) (DELHI)	1
THE OBEROI (SHIMLA)	1

TRAVEL AGENCIES AND AIRLINES

THOMAS COOK	1 STUDENT
GO AIR	1 STUDENT

PLACED 56% (IN PROCESS)**NOT APPLIED 21%****NOT PLACED 23%****ACADEMIC YEAR 2013-2014****LIST OF HOTELS IN MUMBAI WHERE STUDENTS**

WERE PLACED

NAME	NO OF STUDENTS
TAJ PALACES & VIVANTA BY TAJ	3
THE OBEROI (NARIMAN POINT)	7
THE OBEROI TRIDENT (BKC)	1
FERN HOTELS	1
HYATT GRAND	2
HYATT REGENCY	1
PALLADIUM	4
ITC GRAND MARATHA	1
MARINE PLAZA	1

LIST OF HOTELS OUT OF MUMBAI WHERE STUDENTS WERE PLACED

(NONE)

PLACED 39%**NOT APPLIED 40%****NOT PLACED 21%****ACADEMIC YEAR 2012-2013****LIST OF HOTELS IN MUMBAI WHERE STUDENTS WERE PLACED**

NAME	NO OF STUDENTS
TAJ PALACES & VIVANTA BY TAJ	6
THE OBEROI (NARIMAN POINT)	6
4 SEASONS	2
SOFITEL	2
HYATT GRAND	6
ITC GRAND MARATHA	2
ITC GRAND CENTRAL	2

LIST OF HOTELS OUT OF MUMBAI WHERE STUDENTS WERE PLACED

(NONE)

GRADE 'A' RESTAURANTS & CAFE

FLAMBOYANTE	1
HARD ROCK CAFE	2

PLACED 42%**NOT APPLIED 44%****NOT PLACED 14%****ACADEMIC YEAR 2011-2012****LIST OF HOTELS IN MUMBAI TO OFFER JOB PLACEMENTS**

LIST OF HOTELS IN MUMBAI WHERE STUDENTS WERE PLACED

NAME	NO OF STUDENTS
TAJ PALACES & VIVANTA BY TAJ	8
THE OBEROI (NARIMAN POINT)	4
4 SEASONS	2
SOFITEL	1
HYATT GRAND	1
SHANGRI LA	6
TAJ SATS	1

LIST OF HOTELS OUT OF MUMBAI WHERE STUDENTS WERE PLACED

THE PARK HOTEL (NAVI MUMBAI)	1
------------------------------	---

PLACED 45%

NOT APPLIED 46%

NOT PLACED 9%

- In the mass media area, at SCMSophia we recommend at least two years of professional experience before students proceed for higher education. Typically about 5% students proceed for higher education each year, generally after about 4-5 years of industry experience. The other 95% remain in the industry.

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

B.SC. HOSPITALITY STUDIES

Year	Number appeared for the final exam	Number Passed in the final exam	Pass Percentage of the college	Pass Percentage of the University
2010-2011	54	54	100%	-
2011-2012	47	47	100%	-
2012-2013	55	55	100%	95.98%
2013-2014	51	51	100%	83.63%

--	--	--	--	--

2014-2015 results are awaited.

5.2.3. How does the institution facilitate student progression to higher level of education and/or towards employment?

- The faculty of SCMSophia assign an alumnae mentor to each student. The faculty direct students to the organisations that have approached them with job vacancies and even actively seek out alumnae who can hire our students.
- For the BSc in Hospitality Studies, due to the high quality of students that secure placements year after year via campus / direct recruitment, the goodwill and reputation of HAFT with high end luxury hotels, Airlines and catering institutions, is tremendous. Every year a major proportion of the students wanting to secure placements ride on this goodwill as the hotels themselves initiate the campus recruitment procedure by the middle of the academic year. The job opportunities are for semi managerial positions in all the 'Operations Areas' namely Food & Beverage Service, Food Production, Bakery & Patisserie, and Rooms Divisions Management.
- The HAFT Department organizes seminars and presentations with international culinary and hospitality institutions, e.g. George Brown University, Le Cordon Bleu, Glion & Les Roches and Johnson and Wales, and education consultants such as EdWise, Gee Bee and Alif Overseas. The students gain tremendously from the subject matter in these presentations and are made aware of the opportunities available. The cost components are analytically compared and the interested students may apply to educational trusts for scholarships, loans & grants, for which the staff give recommendation letters.

5.2.4. Enumerate the special support provided to students who are at risk of failure and drop out?

- Through the system of class teachers and mentors (each student has a mentor) the teachers of the HAFT Department keep in close touch with the students. They know each and every student by name and they are also aware of some of the problems that students face. They guide and counsel the students who are at risk of failure and drop out. Those who are irregular in attendance are followed up and besides speaking to the concerned student, letters are even sent to parents. If need be, parents are asked to come and meet the class teacher, Head of Department, Vice-Principal or Principal as the case may require. Through such close follow up of our students, we provide support to students of BSc in Hospitality Studies and of the Certificate Course in Craftsmanship in Bakery and Patisserie who are at the risk of failure and drop out.

- In the case of the SCM Department, the number of students is less and the interaction between the faculty and students is very great. The students at risk of failure and drop out are guided and counselled by the faculty. The course is very intensive; however the only students who have left us have been those who have left to take up other opportunities.
- As HAFT students come from various mediums of instructions and academic streams (Science, Arts and Commerce), there is a small proportion of students who face difficulty in understanding English or coping with mathematical calculations, science subjects or Foreign languages (French). Usually these students are identified in their first month of college and the subject teachers are alerted to extend special attention and cooperation to such students. E.g. one student from Karnataka belonging to the vernacular medium, failing to comprehend English or Hindi, was identified and counselled to take additional tutorials in English after college hours. The efforts were fruitful when his grades improved and he completed the programme successfully in 2012-2013. He is gainfully employed on an international cruise liner.

In addition to the above, the Institute also has a trained counsellor to whom students who need counselling can be referred.

5.3. Student Participation and Activities

5.3.1. List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and programme calendar.

There is a basket ball court and students play basket ball and even football on this court and even badminton. They can also play indoor games such as carom.

For the Institute as a whole there are some cultural / extracurricular activities that are organised for all. These include the Teachers' Day Celebrations held in Sophia Bhabha Hall on 5th September each year when each class puts up an entertainment item for the teachers and their fellow students. At the Christmas Wishing the students sing carols and sometimes put up a short skit. Other intra-college activities include the celebration of Friendship Day, Traditional Day, Fun Fair etc. All the students participate in the Joy of Giving Week in September-October and the Christmas Outreach Programme in December. At the Annual Exhibition, all the classes showcase their work and achievements. The Ashirwad Programme is held for the graduating class at the end of February.

All the classes participate in the three inter-disciplinary sessions held in Sophia Bhabha Hall under the Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality. In addition, three

sessions are held for each class under this programme. The three competitions held in the year under this programme are open to all the students of the Institute.

In addition, each department has its own special activities. For example, the HAFT Department has the six events, each of which is organised by students and in which all participate. These are looked forward to with much enthusiasm by all the students of HAFT. There are also the guest lectures, field visits etc. that are organised.

In the SCM Department curricular and co-curricular activities are woven together into one whole to train the students in and expose them to the various aspects related to the media industry. The students also attend various film festivals.

The programme calendar of the past two years gives some idea of the range of activities that were held.

PROGRAMME CALENDAR OF MAIN EVENTS - 2013-14

June :

Monday, 10th : College reopens
Interactive session for teaching staff with Prof. Rupa Shah, former VC, SNDT University.

July :

Monday 15th: First CUC meeting and the election of the Student Body President
Tuesday, 16th: 'Clefs d' Or' – workshop for T.Y. class conducted by the Concierge Team from Hotels.
Wednesday, 17th: Orientation Programme for all the classes.
Monday, 29th : Sophia Cooverji Bhabha Programme in Ethics & Spirituality – 1st session by Fr. Joe Pereira, 'Finding the still point in a roller coaster world'.

August :

Thursday, 8th : 'Spanish Cuisine' – demonstration by Chef Nicolas from Spain.
12th to 14th : 'Granthotsav' – by the Library.
Tuesday, 20th : Sophia Cooverji Bhabha Programme in Ethics & Spirituality – 2nd session, 'Yehi Hai Right Choice' by Fr. Anthony Fernandes.

September :

Thursday, 5th : Teachers' Day celebrations
Saturday, 7th : Theme dinner, 'Shahi Iftari'
Monday, 30th : Last day for regular classes.

October:

2nd to 9th : Joy of Giving Week
Thursday, 31st : Last day of term.

November :

Monday, 18th : College re-opened for the second term

December :

2nd to 10th : Christmas Outreach Programme (class-wise) concluding with the fun fair.

5th: Blood Donation Drive organised with the Indian Red Cross by the CUC and SCM jointly
Monday, 11th : Sophia Cooverji Bhabha Programme in Ethics & Spirituality- 3rd session, 'Captured by Love', a sharing facilitated by Mr. Hugo D'Souza.

23rd : Christmas Wishing

February :

Wednesday, 5th: 'Sugar Craft' workshop conducted by Ms. Trudy Remedios
Thursday, 6th : Sushi & Dim Sum demonstration for T.Y.B.Sc. students at Inter Continental Hotel.

Thursday, 20th : Annual Prize Distribution
20th-23rd: Annual Exhibition – display of Sugar Craft By Craft Bakery Students and screenings of their Documentaries etc. by SCM as well as display of photographs taken by the SCM students during the Study Tour.

Friday, 21st : 'Leherein', Exhibition dinner on coastal cuisine
Friday, 28th : 'Aashirwad' – sending forth of the graduating students.

March :

18th to 20th : Additional Bakery Training for students of F.Y.B. Sc. and

21st, 24th, 25th S.Y.B.Sc.(after their examinations)

April :

Wednesday, 30th : Last day of Term.

PROGRAMME CALENDAR OF MAIN EVENTS - 2014-15

The Institute opened on June 9th. A programme for teaching/non-teaching staff was held at 9.30 a.m. A.V. Room.

2nd July: HAFT Department held a workshop on Concierge Services by the Clef d'Or organisation

11th July: The first Student Council Meeting was held. Elections were held and the Student Body President, Secretary and Treasurer were elected.

17th July: a Chef from Morde did a workshop on Chocolate garnishes for the Craft Bakery class

19th July: the SCM class went to Kamshet to COFI for an experience of rice transplantation

21st July: Orientation Programme for all the students was held in the Bhabha Hall.

30th July: A guest lecture by Mr. Bruno D'Souza, Wine Sommelier for SYBSc Hospitality Studies

31st July: First Interdisciplinary session under the Sophia Cooverji Hormusji Bhabha Programme of Ethics and Spirituality. The speaker was Dr. Anupkant Mital, a psychiatrist. The topic was 'Self Motivation'.

5th August: Friendship Day was held

11th-14th August: 'Granthotsav' was organised by the library

22nd August: The HAFT Department held its Theme Dinner entitled 'Aroi' on Thai Cuisine.

26th August: Nestle Star Chef Contest was organised by the HAFT Department

27th August: The Third Interdisciplinary session under the Sophia Cooverji Hormusji Bhabha Programme of Ethics and Spirituality on 'Being Assertive' by Dr. Y. Matchiswalla, a psychiatrist, was held

11th September: HAFT Freshers' Party – organised by TYBSc Hospitality Studies

5th September: Teachers' Day Celebrations was held in Sophia Bhabha Hall.

15th September: A French chef, Olivier Mahut, from Cordon Bleu held a demonstration of some desserts for the TYBSc Hospitality Studies students (those opting for Bakery as a specialisation Semester VI)

22nd – 26th September: Joy Giving Week was held. The students this year reached out to the peons in the Institute. They made a class wise collection and the Student Council held a get-together for the peons and each was given an envelope with Rs.560/-.

31st October: at 9.30 a.m. on the occasion of the Birth Anniversary of Sardar Vallabhbhai Patel, the staff of Sophia-Smt. Manorama Devi Somani College gathered at the Multipurpose Hall of Sophia College and took a pledge.

5th – 7th November: Ms Trudy Remedios held Sugar Craft and Royal Icing Demonstrations for the Craft Bakery class

14th to 23rd November: SCM Annual Study Tour (to Gujarat)

19th to 21st November: Ms Trudy Remedios held a Sugar Craft and Royal Icing Workshop for the TYBSc class (specialization in Bakery group).

19th November: the Craft Bakery class went on field trips to City Bakery at Worli, a Bakery Exhibition at the World Trade Centre, Colaba and the Deli Fresh Bakery and Delicatessen at Breach Candy.

28th November: Third Interdisciplinary session under the Sophia Cooverji Hormusji Bhabha Programme of Ethics and Spirituality was held. The topic was Leadership by Ms Smruti Koppikar – Senior Editor, *Hindustan Times*.

2nd December: the Craft Bakery class put up a display of traditional desserts from around the globe

2nd – 11th December: Christmas Outreach Programme was conducted. The students reached out to centres for the under privileged.

- 5th Dec: First Year HAFT went to Garden School
- 6th Dec: the SCM students visited the League of Mercy
- 11th Dec.: Second Year and Third Year HAFT organised a party in the institute for underprivileged children of St. Stephen's School

10th December: A Blood Donation Drive was organized by the Student Council in collaboration with Indian Red Cross. The students of the Craft Bakery Course acted as volunteers.

10th December: Traditional Day was celebrated in the college – students came dressed in traditional finery.

10th December: A vegetable carving workshop for the SYBSc class by Chef Anil Gupta

12th December: A Fun Fair was organised by all the classes

17th December: HAFT Christmas Lunch (cooked by the TYs, and served by students of the other classes)

18th December: FYBSc Hospitality Studies Field Trip to Marine Plaza

23rd December: Christmas Wishing

23rd January: The SCM Department held the Event ‘Media Mirror’; HAFT had its annual Christmas / New Year Party

2nd February: Degree Conferring Ceremony for the students of TYBSc of 2013-14

19th February: Annual Prize Day; Brunch for visitors and staff was prepared by the SYBSc class

20th February: The HAFT Exhibition Dinner – ‘American Rendezvous’ was held on the Sophia Campus lawns.

19th – 22nd February: Annual Exhibition – exhibition of wedding cakes by the Craft Bakery class; screenings of their documentaries etc. by SCM and a display of photographs.

27th February: Marathi Bhasha Divas was celebrated: Dynaswari was sung by a student for the morning prayer followed by announcements in Marathi. The library held an exhibition of books in Marathi.

2.00 p.m.: ‘Aashirwad’ programme was held in the Sophia Bhabha Hall for all graduating students.

17th to 19th March: additional bakery workshops for the FYBSc class

23rd to 25th March: additional bakery workshops for the SYBSc class

7th April: Chef Savio Fernandes, Pastry Chef of J.W. Marriott, held a workshop for the Craft Bakery class

9th-10th April: ‘Baker’s Alley’ gave demonstrations to the Craft Bakery class

22nd April: TYBSc Farewell Party (Event organized by the FYBSc class)

May 1st: Maharashtra Diwas was commemorated.

5.3.2. Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State /Zonal / National / International, etc. for the previous four years.

HAFT

Mr. Sandesh Patil (student of Second Year 2014-

State level rugby player

2015)	
Mr. Rohit Yadav (student of First Year 2014-15)	Mauj intercollegiate Football competition hosted by Ghanshyamdas Saraf College & Durgadevi Saraf Jr. College
Mr. Dylan Ferrao (student of First Year 2014-15)	
Mr. Lionel Sequeira (student of First Year 2014-15)	
Mr. Clinton Reberio (student of First Year 2014-15)	
Mr. Ryan Aranha (student of First Year – 204-15)	
Mr. Krunal Bhure (TY student of 2013-2014)	Weightlifting
Mr. Dolan Pereira (SY student of 2013-2014)	Kick Boxing

5.3.3. How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- As explained before, SCMS Sophia elicits feedback four times through the year from its students. The feedback is noted and appropriate action taken if necessary.
- In HAFT, at the conclusion of each stage of campus interviews, a short list for the next round of interviews with the regional head is provided by the panel. The panel addresses all the candidates and mentions the reasons why the unsuccessful candidates were not shortlisted. These vital points are also discussed with the faculty and subsequently all these points are compiled and collated for future reference to prepare the forthcoming batches. Usually a common discrepancy addressed to the staff and students is that the students should have a more comprehensive approach and prepare thoroughly their basic subject matter. When subsequent meetings are held between the representatives of various colleges and the Mumbai University these points are discussed to incorporate the basic level subject matter in the final year syllabi purely from the revision point of view for the students to have a competitive edge for placement interviews.

5.3.4. How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

- In the HAFT Department, a student magazine, named *Bon Appétit*, is being produced since the academic year 2013-14. In addition to this, every year, both for the Theme Dinner as well as for the Annual Exhibition Dinner the students prepare the ‘invite’ for the same, which is planned and designed by the student and which is presented in a creative manner. In addition, they also prepare the menu card / booklet which also are designed by the students.

- *Marginalia* is the SCMSophia student magazine. In addition, the students prepare posters of their research work. Since 2013-14 a research project on 'Lives of Women' have been undertaken by them. Vol. I of the same has been published.

5.3.5. Does the college have a Student Council or any similar body?

Give details on its selection, constitution, activities and funding.

Yes there is a Student Council, called the College Union Committee (CUC). It comprises the elected class representatives from each class. Two faculty members are also usually on the CUC besides the Dean of Students. At the first meeting of the CUC, the members elect the following from among the members: the Student Body President, the Secretary and the Treasurer.

The class representatives serve as a link between the faculty and the class. The CUC along with the Dean of students organise all the student activities of the year: the Teachers Day Programme, the 'Joy of Giving Week', a Fun-day or a Fair; the 'Christmas Outreach', the Christmas Wishing and so on. They are also involved in other activities of the Institute such as the three Interdisciplinary Programmes, and the Annual Prize Day by ensuring that the students are present for the same and maintain discipline in the Auditorium.

At the Orientation Programme for the whole Institute the Student Body President (SBP) outlines the various activities that are planned for the year.

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

Each class has two class representatives (usually one male and one female). These are members of the College Union Committee that plans and coordinates all student related activities during the course of the year.

5.3.7. How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- There is an HAFT account on Facebook where only HAFT alumni are added on to the friends list. We have personal contacts where most of our alumni come to visit us on a regular basis, some being invited as guest speakers, judges for cookery and Bakery Competitions. The others who go abroad for further studies for Hospitality and Culinary courses usually may visit us in their vacations or when they complete the course, providing us with valuable study material (printed and media).
- SCMSophia alumnae run a Google group. We are in email contact with all faculty – regular, visiting and guest. Each student has an alumnae mentor.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Our college is a very student-centric one. The student is at the heart of all that takes place in it. Each student is known by name by the faculty. They are mentored and followed up closely. Those with problems and difficulties, whether related to studies, health, personal issues or financial issues are given help as far as is possible. As a result of the close mentoring and follow up of the students, the drop-out rate is very low. Indeed for our only course which is of more than one year's duration, namely the three-year BSc in Hospitality Studies of the batch of 60 that joins the institute at the First Year level, almost all complete the course. Only one or two drop out during the course of the three years.

Our high level of industry-institution interface helps us in finding suitable internships and placements for our students. The placement services that are offered to those who opt for a job on completing their respective course is very good both for the BSc in Hospitality Studies as well as SCM.

The faculty also maintains links with the alumni of the department.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

OUR 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.

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-centred, value-based and creative
in the pursuit of excellence.

The distinctive characteristic of our institution is that it aims at giving professional skills to its students and that while training them to be professionals in their field of choice; we provide an education that is holistic and caters to the all-round growth and development of the student, and one that gives importance to values. In all our endeavours we encourage creativity in our students and staff.

Our institution aims at empowering its students, whether they be women or men and to help them to be citizens who are concerned about the good of society. Ours is certainly a very student-centred institution where each student is known by name and where each student receives personal help, guidance and mentorship. While we create a caring environment, it is also a dynamic and challenging one, which encourages staff and students to go beyond the syllabus.

Our vision for the future is that while the country grows in economic development, for which well trained professionals are required, the growth will be inclusive and will cater for the greater good of all.

6.1.2. What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- Our top management is the Society for the Higher Education of Women in India. It provides for:
 - Great facilities (beautiful and pleasant campus in the heart of the city), excellent well-equipped infrastructure (classrooms, laboratories, computer and AV facilities) for students and staff.
 - Ensures safety of its students while on campus by employing well trained and vigilant security staff.
 - Helps the Institution in its plans to improve the infrastructure by providing financial assistance if required.
 - Is committed to providing quality education of the less privileged and thus supports the institution in providing student aid for financially needy students.
- The Principal is also a Trustee. She is imbued with the spirit, values, and vision and mission of the management (namely that of a student-centred, holistic, value-based education that equips youth to face the challenges of the future and a great concern for the less privileged).
 - She gives a lot of encouragement and freedom to staff to develop their own professional skills and to dream big for their departments and student.
 - She takes an active interest in all departmental plans and initiatives.
 - She is deeply concerned with student welfare and has a special care and concern for the less privileged among them and those facing difficulties and problems.
 - She is committed to providing good infrastructure and facilities for staff and students.
 - By her own example of serious on-going research she provides motivation to staff to upgrade their own skills, training and contribution.
- The Vice-Principal follows up a lot the day-to-day administration and ensures that tests, examinations etc. are held on time, deadlines are met and that everything runs smoothly so that holistic and creative teaching-learning can take place.
- The Heads of Departments and senior faculty interact closely with students, maintain discipline and carry through all the quality policies and plans for the improvement of their respective department.
- The Faculty:
 - Train the future citizens and work-force of the nation
 - Facilitate the harmonious, holistic growth of each student

- Equip the students with global competencies, inculcating a sense of values
- Promote use of technology related to their chosen field.

6.1.3. What is the involvement of the leadership in ensuring:

The involvement of the leadership is ensured in the following manner:

- **the policy statements and action plans for fulfilment of the stated mission:** The leadership takes initiatives along with the staff to create academic and extracurricular activities that reflect the vision, mission, goals and objectives of the Institute. An annual theme is chosen in keeping with these. The annual reports of the departments and the college calendar reflect the fulfilment of the stated mission.

- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:** The leadership takes initiative in drawing academic and extracurricular activity plans for the year in consultation with the Heads of the departments. The perspective plan (2013-18) was drawn up keeping in mind the needs of the Institute at this point of time in its history.

- **Interaction with stakeholders:** The students, their parents, the staff, and the respective industries are the stake holders.

The Principal actively interacts with the:

- Students and their parents – at the Orientation programme for each new batch at the beginning of each academic year, the Orientation Programme for the college (students only), Annual Prize Distribution. The Principal is available to meet parents and students on all working days during the office hours
- Staff - at all staff meetings and on all working days during the office hours
- Industry: the Principal interacts with personnel from the respective industries when they visit the college on various occasions, including events and recruitment. The principal encourages the faculty to go out to the industry and to interact with personnel from the industry on an on-going basis.

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:**

- An IQAC cell has been recently set up
- A Local Management Council has also been set up
- Annual Reports of the Departments

- **Reinforcing the culture of excellence:**

The leadership motivates and provides opportunity to staff and students to realize their potential through participatory and leadership initiatives-

- Staff members are encouraged to take part in meetings organised by the University and to attend seminars and workshops or short term training programmes.

- Staff members are encouraged to go beyond the syllabus and to organise additional workshops and events.
- Students are encouraged to exercise their leadership through the College Union Committee and in and through the various activities and events organised at the departmental level.

- **Champion organizational change**

- Opinions of staff and students are sought at meetings with staff and student body respectively. The principal regularly interacts with students of different classes.
- The Vice-Principal, Heads of Departments and Various Committees of staff are responsible for day to day administration. Every staff member is on one or more committee and has clearly defined areas of responsibility beyond his / her role as a teacher.
- Faculty has freedom to select the teaching methodology
- Efforts are made to decentralise the decision-making process so as to ensure a more collegial method of governance.

6.1.4. What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- The Heads of the departments present reports to the Principal twice a year, once before the annual prize distribution and the second time at the end of the year.
- The Heads of Departments regularly meet the Principal and the Vice-Principal and discuss various departmental issues, especially those connected with improvements within the department, with them.
- The Principal and Vice-Principal jointly hold meetings with the staff of the Departments regarding departmental programmes and plans and the implementations of these.
- The student feedback, in the form of TAQs, are analysed and corrective steps taken.

6.1.5. Give details of the academic leadership provided to the faculty by the top management?

The top management has provided freedom to the Principal with regard to implementation of the curriculum. Along with the Vice-Principal, Heads of Departments and the faculty, the curriculum, the administrative and student welfare matters are conducted smoothly.

Individual staff members are on various committees and have freedom to deal matter with relating to these committees. Staff members plan their teaching using the teaching aids and equipment to the optimum.

By permitting budgetary freedom in improvements in infrastructure, conducting activities that go beyond the curriculum etc. the top management enables the faculty to exercise their academic leadership and creativity.

6.1.6. How does the college groom leadership at various levels?

- The Heads of Departments are given a lot of autonomy in the running of the department and in the day to day handling of matters. This grooms them in leadership. They are encouraged to deal directly in all routine matters that concern the University such as examinations, paper setting etc.
- Staff members are on committees and thereby their leadership is groomed. Staff members of HAFT are encouraged to accept duties and responsibilities at the level of the University, such as being on the Board of Studies, on academic or examination related committees etc. as well as to attend meetings at the University level to which they are invited.
- The Head of Department and senior faculty of SCM directly deal with matters concerning their department which they have to refer to the University of Mumbai's Garware Institute of Career in Education.
- The students have their Class Representatives who are on the CUC. The students of BSc Hospitality Studies are groomed in leadership by the rotation of managership etc. given to each one during their training in our training restaurants. For the two major events, namely the Theme Dinner and the Annual Exhibition Dinner the students assume various leadership roles from those of Managers, to Chefs, Sous Chefs etc. The students of SCM work in teams for all their projects and they are thus groomed in team work as well as how to take leadership roles within the teams.

6.1.7. How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

- The Vice Principal and Heads of the department are given freedom in planning and executing matters relating to general administration and to their departments respectively.
- Various committees are in charge of administrative matters such as admissions, examinations, internships / placements etc.
- The students are represented by Class Representatives.

6.1.8. Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

YES.

- The staff members of the departments formulate the departmental calendar.
- Staff committees take responsibility for the various activities of the department and the college.
- At the Department level, Heads of the Departments hold meetings periodically and bring points for discussion to the Principal /Vice-Principal.
- The students via the CUC, along with the Dean of Students, organise the various student related activities of the College.
- Student feedback and opinion is sought via the TAQs.

6.2. Strategy Development and Deployment

6.2.1. Does the Institution have a formally stated quality policy?

How is it developed, driven, deployed and reviewed?

There is a system in the institution that ensures that quality is given pre-eminence in academic and co-curricular activities. Choosing the theme of the year is one of the ways of doing this. The system of submitting a calendar of the department at the beginning of the year and the annual report at the end of the year helps the Heads of the Department, Vice Principal and Principal to review the progress made by the departments. Teachers also review the students' perception of methods of teaching from the feedback administered by the IQAC cell and endeavour to meet their expectations.

6.2.2. Does the Institute have a perspective plan for development?

If so, give the aspects considered for inclusion in the plan.

Yes, the Institute has a perspective plan (see Annexure IV). The following aspects that were included in the plan and the progress in each of the aspects are given below briefly:

- Trying for affiliation for the SCM course with the University of Mumbai [this has been achieved]
- Upgrading / improving infrastructure [much has been done, but this is a work in progress]
- Introducing new courses, if possible [at present we are trying to get the necessary permissions to start BFA (Applied Art)]
- Strengthening Student Aid [some progress has been made; but more needs to be done]
- Revamping the syllabi wherever possible or strengthening the syllabi which cannot be changed [additional workshops in bakery have been introduced for BSc in Hospitality Studies; the syllabi of all the other courses have been revised with inputs from industry]

- Fostering greater visibility for our Institution and its courses [the website of the Institute as well as of SCM have been redone; a new prospectus was published; greater use is being made by departments to publicise their activities via the Social Media]
- Introducing MIS [been introduced but not yet fully implemented]
- Exploring the possibilities for greater linkages and collaboration at the City, National and International Levels [not much has been done in this area as yet].

6.2.3. Describe the internal organizational structure and decision making processes.

The management is the apex governing body of the institution. The annual budgets as well as the audited statements are presented to the Management and are studied and passed. All major development plans of the Institute are also placed before the Management for its approval. The annual report of the Institute is also presented to the Management.

Within the Institute, the Principal is at the Head of the Day to Day functioning of the Institute and she works in conjunction with the Vice-Principal.

Each Department has its own Head of Department, who sees to the day to day functioning of the department and takes decisions on routine matters.

The administrative office is under the Office Superintendent, but each of the clerical staff has their own areas of responsibility.

The Accounts Office is under the Accounts Office In-charge who reports regularly to the Principal. In addition, the accounts of each department are seen to by the respective accounts clerk.

The library staff members manage all the matters concerning the library and organise events in the library. They purchase books for the departments in consultation with the respective Head of Department, keeping in mind the allotted budget.

The Dean of Students coordinates all the student related activities. She works closely with the CUC, the SBP and the Class Representatives. All student activities are planned by the CUC under the guidance of the Dean of Students.

Various practical matters concerning the Institute are under the College Warden. She is also in charge of the day-to-day maintenance of the Institute and the Class IV employees report to her.

The Hostel Warden sees to the day-to-day management of the Hostel.

6.2.4. Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**

The staff members are encouraged to maintain plan books / log books. This ensures a methodical teaching plan. Teacher quality is assessed by the TAQs and the teachers utilise the same to improve the teaching and learning processes. Supervised lectures are held for the newer staff members. Staff members are encouraged to attend subject related seminars and workshops.

- **Research & Development**

Institutional infrastructural support in the form of the availability of internet, computers, printers, well-equipped and well-maintained laboratories are available for those who wish to do research. The library is also a support for the same, especially in the availability of e-resources in it. Faculty members are given duty leave to attend seminars in order to improve their professional skills or to present papers. Staff achievements are highlighted in the Institutional Reports, both the one read out at the Prize Day Function and the one presented to the Management.

- **Community engagement**

The students of all the classes are encouraged to engage in community related activities through the Joy of Giving Week and the Christmas Outreach Programme. The Institute, through the Government of India's 'Community Development through Polytechnics' Scheme engages in carrying out skills training programmes in five rural centres.

The SCM Department through its varied activities and the videos, broadcast features, radio spots etc. that are prepared annually by the student engages actively with the community and with socially relevant issues.

- **Human resource management**

The Principal, Vice-Principal and the Heads engage in a democratic and participatory manner with the staff. All the faculty members are on various committees and thus maximum involvement is encouraged.

- **Industry interaction**

Both the HAFT and SCM Departments actively engage with their respective industries on an on-going basis. Personnel from the industry visit the college as guest faculty, as resource persons to conduct workshops and demonstrations, to take part in events that are organised and for recruitment. Besides visits to industry, internships form an integral part of both the BSc in Hospitality as well as the Certificate Course in Craftsmanship in Bakery and Patisserie. Similarly, all the SCM students do a month's

specialisation in industry. In the case of both departments, there is an engagement with industry when syllabi revisions are undertaken.

6.2.5. How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Principal takes the opportunity to share institutional development plans with stakeholders of the institution. Students and their parents get to know of institutional plans at the Orientation Programmes held at the beginning of each year, and at the Annual Prize Day. These are shared with the staff members at general staff meetings and departmental meetings. The Principal also interacts with the CUC and shares her concerns and development plans with the student leaders.

Annual reports about the functioning of the Institute are given to the Management at the statutory Governing Body Meeting. The diary of events in the College also helps to maintain a record.

6.2.6. How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Vice-Principal and the Heads of Departments see to the routine administrative as well as academic matters and thus ensure efficiency. The staff members are on various committees and these committees take responsibility for activities such as admissions, examinations, placements and internships etc. The staff members also act as class teachers and student mentors. The Office Superintendent and the Accounts Office In-charge see to the day to day functioning of their respective offices.

6.2.7. Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

- The development plans of the Institute, which include all the plans for renovation and upgrading of infrastructure and facilities as well as the building up of a Student Aid Fund, were accepted by a resolution of the Governing Body. Implementation of these plans is in process.
- Appointments and terminations of service of staff were ratified.
- The budgets of the Institute were approved and adopted. Expenditure was duly carried out according to the budget.

6.2.8. Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The affiliating University, namely the University of Mumbai, does have a provision for conferring autonomy. But only permanently affiliated colleges which are NAAC accredited with 'A' grade can apply for autonomy. At present our college is not permanently affiliated. Hence we cannot apply for autonomy.

6.2.9. How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

We have a Grievance Cell in the college, but to date no grievance has been brought to the cell. Parent-teacher interaction takes place on the Open Day. The Principal, Vice-Principal and Heads of Departments meet students and / or parents after the attendance defaulters' lists come out. The Head and the teachers are willing to meet students and parents to address academic performance, attendance related issues or other matters pertaining to the students. The teachers, the counsellor and the Dean of Students also guide students and help them in times of need.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

There have been no court cases against the institution in the last four years.

Very recently, i.e. in early May 2015, the college has filed a writ petition in the Bombay High Court challenging a directive issued by the Minorities Department of the Government of Maharashtra whereby religious minority institutions are compulsorily required to fill in 50 / 51 % of their admissions with students of their own respective minority community and if they fail to get the required number of such candidates then they are to fill in the balance quota with students of other minorities. The writ petition is still to be heard.

6.2.11. Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Teaching Assessment Questionnaires (TAQs) are administered every year. The feedback obtained is utilized for improving teaching-learning processes. For example, the analysis of the Teacher Assessment Questionnaire is shared with the concerned faculty, including the students' comments. The feedback of supervised

lectures is given to the concerned teachers with written suggestions for improvement.

The Dean of Students forms a vital link between the students and the administration.

6.3 Faculty Empowerment Strategies

6.3.1. What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Faculty members are encouraged to attend conferences, seminars, and workshops in their fields. Non-teaching staff are encouraged to upgrade their skills, e.g. knowledge of computers, Marathi etc.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Faculty members are encouraged to attend workshops and seminars or short term training programmes to enhance their skills and knowledge, they are also encouraged to attend and present papers at seminars. The faculty of both departments are encouraged to interact with industry to the maximum. The faculty of the HAFT Department are given all encouragement to participate in the University system as paper setters, moderators, examiners etc. both for the theory as well as the practical examinations and to attend meetings and workshops organised by the Ad hoc Board of Studies.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

TAQs filled by students, departmental reports, and confidential reports are the means of evaluating staff activities and their performance. The minutes of the meetings of committees and of departmental meetings also help in a better appraisal of the teachers.

6.3.4. What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The Principal reviews the performance of the teachers through the TAQs and communicates them personally to the concerned teacher.

6.3.5. What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

- All the staff members, teaching and non-teaching are provided with free tea twice a day (i.e. mid-morning and mid-afternoon).
- Staff (teaching and Class III) have their meals in a fully equipped staff dining room with refrigerator and microwave.
- The Class IV staff members receive a small bonus at Diwali time.
- The Class III staff and the teaching faculty receive a small cash gift at Christmas time.
- Fellowship meals are organized: thus for teaching faculty and for Class III staff there are the lunches on Teachers' Day, prior to Christmas and again on the last working day of the academic year.
- For the Class IV staff there is a special lunch organized prior to Diwali and again they are invited for the lunch held on the last day of the academic term.
- The staff members of this college are paid by Management. They have the benefits of the Contributory Provident Fund and on retirement they are given a Gratuity as per norms.
- Class IV staff who are facing some financial difficulty apply for interest free loans and they are usually sanctioned these. In 2011-12 four staff were given such interest free loans; in 2012-13 three staff availed of loans; in 2013-14 one staff took loan; and in 2014-15 five staff were sanctioned interest free loans.
- Class IV staff have an Insurance Scheme, with the Institute paying half of the monthly premium on the same for each one.
- The Management pays the salaries on the first of each month.
- Leave and vacation benefits are the same for permanent staff and those on ad hoc or contract appointment.

6.3.6. What are the measures taken by the Institution for attracting and retaining eminent faculty?

- To attract and retain good faculty we provide a very pleasant and happy working environment with a lot of freedom in academic matters.
- Good infrastructure and teaching aids such as projectors etc. are provided to faculty.
- The faculty members are paid well as per University norms.
- Eminent visiting faculty are paid very handsomely. Thus we are able to attract the best of visiting faculty from the media industry. An eminent visiting faculty in SCM gets paid at the rate of Rs. 2000 per hour. Others are paid as per their experience and expertise.

6.4. Financial Management and Resource Mobilization

6.4.1. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- There is an Accounts Office In-charge who sees the day-to-day monitoring of the accounts and cash flow. The Principal also monitors the use of funds because all purchase orders or work orders have to be sanctioned by her. She also receives and studies the monthly expenditure sheets and is directly involved in the decisions made regarding Fixed Deposits etc.
- The Management plays an active part because the budgets for the following year have to be presented to the Governing Body at a meeting held in February each year and the budgets are scrutinized and passed by the Governing Body. The audited accounts of the previous financial year are again studied and passed by the Governing Body at a meeting held each year in the month of September.

6.4.2. What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- Internally, the Accounts Office In-charge monitors the status of all accounts on an on-going basis. The Principal, too, monitors the accounts and is given the monthly statement of expenditures for each of the accounts. Each year, at the Trust meeting held in the month of September, all institutional accounts are presented to the Governing Body and these are studied and passed.
- Chhotalal & Co. have been the external auditors of our Trust and all its institutions since 1950. This firm carries out a mid-term audit of the accounts of all the institutions in the month of January and the final audit after the close of the financial year, usually in June-July. The last audit was done (mid-term audit) in January 2015 and the Accounts Office is now preparing for the end of the year of the accounts of the financial year 2014-15. At the time of the annual audit carried out for the year 2013-14, the auditors asked certain queries, such as the balance in the Stores and in the Canteen. We had given a compliance report that there was a Nil Balance. Also, a query was raised as to what internal checks there were in the ordering and issuing of uniforms to students. We agreed to put a more thorough system for the same in place, which has been implemented for the year 2014-15. There were no major audit objections.
- The audited statements of accounts are also submitted to the University annually. If and when a Local Inquiry Committee appointed by the University visits the college the committee can look into the accounts. The last Local Inquiry Visit took place on 10th December 2014. It was very pleased with all aspects of the college.

Thus, both internally within the Institution, at the level of the Management and through the external audits carried out by our auditing

firm, as well as by the University if required accountability and transparency are maintained.

6.4.3. What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

- The major source of funding is the fees that are paid by students. We do not receive any government grants.
- Audited statement for the year 2014-15 of each of our courses will be provided at the time of the Peer Team visit. We do the audit course wise because the fees for the different courses vary and expenditure for each is met from the fees collected from the students of each. Prior to 2013-14, we had not done a clear segregation of the different accounts of our Institute and hence the audited statements do not reflect the exact nature of expenditure on each of the courses.
- Deficits, if any, are met by Management.
- The Management is building up reserve funds to help the college and its departments in case of deficits and to cater to future needs of the college and departments. As of 30th September 2014, the status of the respective reserve funds that are held for the Institution by the Trust was as follows:
 - Sophia Smt. Manorama Devi Somani College Dev. Fund: Rs. 3172771/-
 - HAFT Development Fund: Rs. 7109940/-
 - SCM Development Fund: Rs. 6251520/- (however, from this fund, for the Broad Cast Studio equipment, approximately Rs. 13,23,000/- has been spent since September 2014)
 - Hostel Development Fund: Rs. 6696264/-
 - Student Aid and Prizes and Scholarships Fund: Rs. 2918886/-
 - Jeroo Mulla SCM Student Aid Fund: Rs. 95099/-
 - Sophia Smt. Manorama Devi Somani College Gratuity Fund: Rs. 1679917

6.4.4. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality is fully funded. We receive Rs. 2 lakhs per year from the Bai Alamai and Seth Ardershir Talati & Seth Sarosh B. Mody Charity Trust. This amount is spent on the expenses related to this programme.

- We appeal to charitable Trusts of financial aid for needy students. Thus Tavescor Trust sanctioned Rs. 60,000/- in 2013-14 and Rs. 1,80,000/- in 2014-15. Similarly for the past few years we have been applying to the Priyadarshini Academy which grants small scholarships to needy students. Another Charitable Trust we have approached is the Rayomon Charitable Trust & Research Foundation, which sanctioned Rs. 1,41,000/- for student aid for helping poor student during the academic year 2014-15 and which has already sent Rs. 1,50,000/- for financial aid to needy students of BSc Hospitality Studies in the academic year 2015-16. The R.O Somani Trust has also given Rs. 75,000/- in 2014-15 for needy students. The SCM Department has appealed to its ex-students for financial help both in 2013-14 and 2014-15 for funding to cover the fees of one needy student and the department received a very good response. All such donations for student aid are disbursed to needy students to help cover part of their fees.
- The SCM Department has also appealed to ex-students for help in improving the infrastructure of the department. This is in process.

6.5. Internal Quality Assurance System (IQAS)

6.5.1. Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

Our College is a new one and has not yet been accredited by NAAC. Yet we have set up an IQAC with effect from the academic year 2014-15. To date, the IQAC has mainly been engaged with the matter of getting the college accredited by NAAC and the follow up of the Perspective Plan of the college.

- b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

The decision of the IQAC that the College should go in for NAAC accreditation and that it should apply for extension of affiliation to start the BFA (Applied Art) course were approved by the Management and both are in process.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

There are no external members on the IQAC.

- d. How do students and alumni contribute to the effective functioning of the IQAC?**

To date there are no students or alumni on the IQAC.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC has members from the different constituents of the Institute.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

The Institute has an inbuilt system to ensure quality in its academic and administrative activities. Quality in academics is ensured by a systematic mechanism in which plan books / log books, reports and TAQs have a place. A month by month listing of administrative activities that have to be completed in the month, the regular monitoring of monthly expenditure of the departments, regular meetings of the Principal and Vice-Principal with the office staff are means for ensuring smooth transaction of administrative matters.

6.5.3. Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Seminars and workshops, within the Institute (e.g. at the beginning of the academic year) and outside the Institute, that staff members attend give them an insight to various methods of enhancing quality. The general staff meetings that are held at least twice a year also are a means for sharing quality assurance procedures with staff.

6.5.4. Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The college has not undergone any formal academic audit but reviews performances regularly of its students and staff. The performance of the Institute is reviewed by the Management when it studies the Institute Report of the year.

6.5.5. How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Besides our Management, our basic regulatory authority is the University of Mumbai. The Institute's quality assurance mechanisms are aligned with the vision and mission of our Management. As for the University, the Institute follows the guidelines and rules stipulated by the University regarding admissions, syllabi and examinations etc. though we also try to go beyond the limits of the prescribed syllabi.

6.5.6. What institutional mechanisms are in place to continuously review the teaching-learning process? Give details of its structure, methodologies of operations and outcome?

The system of holding regular departmental meetings surveying student performance in tests and examinations, analyzing the feedback helps to continuously review the teaching learning process. The departmental written reports as well as the regular feedback on departmental activities that are given by the Heads of Departments to the Principal and Vice-Principal also forms a channel for the review of the teaching-learning processes. For example, in the light of these reviews, it was decided to hold additional workshops in bakery for the students of BSc in Hospitality Studies.

6.5.7. How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The Institute communicates its quality assurance policies through its prospectus, the website, the Principal's address during the orientation programmes and the tours for parents and students, both prospective and present, of the facilities of the college and the respective departments.

Any other relevant information regarding Governance Leadership and Management which the college would like to include: Nil

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1. Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

- To date we have not carried out a Green Audit of our campus.

7.1.2. What are the initiatives taken by the college to make the campus eco-friendly?

- **Energy conservation**
- **Use of renewable energy**
- **Water harvesting**
- **Check dam construction**
- **Efforts for Carbon neutrality**
- **Plantation**
- **Hazardous waste management**
- **e-waste management**

The Institute maintains a clean and green environment with its garden and potted plants.

We practice the segregation of wet and dry garbage. Dry garbage, especially paper, plastics etc. are collected daily by a rag-picker who comes early in the morning to the campus.

Efforts are made to conserve electricity by using air-conditioning sparingly.

SCMSophia has used natural materials in the interiors of the classroom and the staff room. Neither is air-conditioned so that electricity can be conserved. Air conditioning is only used sparingly, that too in studio area where equipment needs to be maintained at specific temperatures.

To give its students an experiential awareness of the back-breaking work of farmers, both in the monsoon season of 2013 and 2014, the SCM Department organised a trip to a farm in Kamshet where the students and staff members took part in rice transplantation.

In 2010-11, the Annual Theme was “It’s the voice of hope & peace: You, me, let us nurture our biodiversity”. The interdisciplinary sessions that were conducted during that year focussed on the theme. During the first interdisciplinary session, the topic covered was 'youth life styles today. During the second session, two films were shown, one on the plight of Vidarbha’s farmers entitled “Nero’s guests”, and the other was entitled 'Aamakaar' on the struggle of a fishing village to retain control of their local and natural resources. Both the films were presented by the famous film maker Ms. Deepa Bhatia - Ex Student of Social Communications Media, Sophia Polytechnic. The nurturing of biodiversity was also the focus of the art competition held under the Sophia Cooverji Hormusji Bhabha Programme

in Ethics and Spirituality; the essay competition under this programme was on the theme of the year.

In the initial stages of integration into our course, the students of BSc in Hospitality Studies are subjected to regular inputs regarding the parameters followed by 'Green/Eco friendly Hotels' these include waste management (dry and wet garbage segregation) using bio-degradable and environment friendly products, rain water harvesting, grey water recycling, renewable energy and recycling aluminium plastic and glass. The students realise the value of treating our environment as a heritage to be passed on to our descendents and reducing the overall carbon footprint.

In HAFT, the appliances of the department when in operation during laboratory sessions are monitored by staff to prevent misuse. Due to the foresight of the management the best high quality brands of electronic and electrical appliances are procured and this brings down operational costs by ensuring automatic cut off circuitry and power conservation programmes.

7.2. Innovations

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The following are among the innovations and good practices we have in the college:

- Since the past few years we have started applying for financial aid for our needy students to charitable trusts (e.g. Priyadarshini Academy, R.O. Somani Trust, Tavescor Charitable Trust, the Rayomon Charitable Trust & Research Foundation), besides giving them aid from our own Student Aid Fund. In addition, we give financial aid from our own Student Aid Fund. Thus, needy students have been benefited by our direct intervention in applying to Charitable Trusts as well for student aid, besides helping them from our own resources.
- We have a full-time Dean of Students who coordinates the extra-curricular and outreach activities and is available to meet and guide students (this is a post in addition to the part-time counsellor who is available for counselling for psychological, study related, personal or other issues). The Dean of Students is actively involved with the College Union Committee (C.U.C.), which comprises the class representatives of each class and which is headed by the Student Body President, the Secretary and the Treasurer of the C.U.C. Besides a Dean of Students, we also have a College Warden, who sees to general matters of discipline, cleanliness etc. The positive impact of having a Dean and a Warden is that the students have additional personnel they can approach besides their teachers, Principal or Vice-Principal. The Dean and Warden also make for the smooth functioning of the college in various practical and student related matters and also help to maintain discipline outside of the classrooms.

- In BSc Hospitality Studies, as per the syllabus, Event Management is a component in Semester VI (the last semester of the course). In our college, we believe that all the students should be exposed to 'event management' from their very first year. Hence, we have six events spread throughout the year and not just one as prescribed by the syllabus.
- In the HAFT Department since 2013-14, we have introduced additional workshops in bakery for the students of the BSc in Hospitality Studies and the Certificate Course in Craftsmanship in Bakery and Patisserie.
- In SCM since 2013-14, we have introduced an event called 'Media Mirror' to which we invite BA and BMM students of neighbouring colleges thereby giving them an exposure to the world of media.
- In SCM, in 2014-15, we have set up a fully equipped Broadcast Studio. This is the first of its kind in any media course in the city and we are one of the few institutes offering media studies in the country to have such a studio.
- The excellent computer and internet facilities available in the college as well as the introduction of LCD facilities in all the classrooms have further enhanced the teaching-learning process. The use of Facebook, Google and other social networks by the departments have simplified the process of keeping in touch with students, for assignments and other academic information.
- The infrastructural renovations that have been carried out during the past two years and the upgrading of all the laboratories and classrooms have also improved the teaching-learning processes as well as enhanced the over-all quality.
- The new website, both for the Institute and for SCM, that were and the newly designed prospectus introduced in 2014 have also had a positive impact.

7.3. Best Practices

7.3.1. Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

A

1. Title of the Practice: INDUSTRY-INSTITUTE INTERFACE
2. Goal: The goal of this practice is to benefit the staff and students as well as the teaching-learning processes of both the HAFT and SCM Departments as well as to foster job placements for our students.

3. The Context: The context is obvious, namely that our courses are of a highly professional nature and they aim at equipping the students with the skills and knowledge required for placement in industry on the completion of the course. Hence, for both departments the close interaction with the respective industry is a must. For such an industry-institute interface or interaction we are blessed by our very location, namely we are situated in South Mumbai. Mumbai is a centre of both the media industry (not only are many of the major media houses located in Mumbai, but it is the seat of the Bollywood film industry and the headquarters of the biggest English daily, *Times of India*, is located in South Mumbai) but also of the hospitality industry (e.g. the headquarters of the Taj Group and the Taj Palace is located in South Mumbai). We have built up our links with industry over the years and many of our ex-students are also well placed both in the media and in the hospitality industries and this makes this interface easier.
4. The Practice: This industry-institute interface is an on-going one and it takes place at various levels and in different ways:
 - a) Personnel from the media industry regularly visit the SCM department and engage in lectures, either on a regular basis (e.g. Smruti Koppikar who is a Senior Editor at *Hindustan Times* is one of our regular visiting faculty as is Jerry Pinto a well known writer, while P. Sainath is on the list of those who come regularly for special lectures or sessions), or as a special lecture or workshops as well as for events such as 'Media Mirror'.
 - b) Personnel from the hospitality industry regularly visit the HAFT Department for various events such as the Theme Dinner and the Annual Exhibition Dinner as well as for special workshops, lectures, demonstrations etc.
 - c) The help of personnel from industry is sought at the time of syllabi revisions.
 - d) Internships / one-month specialisations, in the case of HAFT and SCM respectively, can be arranged with the top establishments of the respective industries.
 - e) Job placements are facilitated. In the case of HAFT, 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.
 - f) In the case of SCM, some of the big names from the media industry are on the advisory body of the department. These include Shyam Benegal and P. Sainath.
5. Evidence of success: The number of personnel from industry who come to our Institute during the course of the year is proof of the success of this practice. Besides that both departments are highly rated and are well-recognised by their respective industries. The best evidence of success is, of course, the excellent record of job placements that we have.

The very encouraging article written by the renowned historian and writer, Ramachandra Guha, on the SCM model is evidence of the success of this practice at least in the case of SCM. Ramachandra Guha, in his article titled 'Pluralism in the Indian University', published in the *Economic and Political Weekly* on February 17, 2007, on page 570, says, "... a university in a city such as Mumbai or Kolkata can and must take advantage of the talent available in the public and corporate sector, in the media, and in voluntary organizations. A model here is the social communication media department of Sophia College, Mumbai, which has made superb use of the multifarious talents of the working journalists of the city".

6. Problems Encountered and Resources Required: Both the HAFT and SCM Departments are small in size and the number of staff members in each is limited. We do not have personnel within the department who are exclusively available for the industry-institute interface. The Heads of the respective departments and the teachers have to 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.

B

1. Title of the Practice: THE SOPHIA COOVERJI HORMUSJI BHABHA PROGRAMME IN ETHICS AND SPIRITUALITY
2. Goal: 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.
3. The Context: 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.
4. The Practice: The Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality 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 gives Rs. 2 lakhs per year for this programme. 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 from 2009 onwards:

1.	2009-2010	“Let us Build Bridges of Reconciliation & Peace”
2.	2010-2011	“It’s the voice of hope & peace: You, me, let us nurture our biodiversity”
3.	2011-2012	“Let the radiance of our values illuminate the world around us”
4.	2012-2013	“Educating for a New Global Order”
5.	2013-2014	“The STILL POINT in a whirling Universe”
6.	2014-2015	“Educating to Wholeness”
7.	2015-2016	“Education Beyond Self”

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

- a) Three workshops or sessions for each class
- b) Three interdisciplinary programmes for all the students of the Institute, held in Sophia Bhabha Auditorium
- c) Three competitions for students : i) An Art Work based on the theme of the year (ii) An Essay on the Theme of the Year (iii) a Book Review from a value-based book from the Sophia Cooverji Bhabha cupboard in the library
- d) Outreach Programmes, of which two are held each year: (i) “Joy of Giving Week” during September-October (to coincide with the festivals of Ganesh Chaturthi, Dassera and Diwali) (ii) The “Christmas Outreach” in the month of December (coinciding with Christmas and New Year)
- e) In addition, counselling facilities for individual counselling (for personal, psychological, study related or career related issues) are also offered.

Students who successfully complete the programme are given a certificate on their graduation from the Institute.

An annual report of the activities conducted under the programme is sent to the Bai Alamai and Seth Ardershir Talati & Seth Sarosh B. Mody Charity Trust.

5. Evidence of success: 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 counselling facilities that are offered under this programme. All the students and staff members attend the three interdisciplinary programmes organised during the year and the feedback received of these have been positive. The Trustee of the sponsoring Trust also attends these interdisciplinary programmes faithfully and she has expressed her great satisfaction about the sessions. She also reads the reports sent each year with much interest. The very fact that the Bai Alamai and Seth Ardershir Talati & Seth Sarosh B. Mody Charity Trust has continued to sponsor this programme year after year is a proof of its success.
6. Problems Encountered and Resources Required: While we have the necessary financial resources to run this programme, the main problem is of suitable personnel to conduct the programme. For the first few years, the Management appointed a Sister to be in charge of this programme, but since June 2014, it has not been able to do so. Since then, we have entered into an agreement with Energia Wellbeing to conduct this programme and to provide a trained counsellor. It is also not easy to find suitable speakers to conduct the three inter-disciplinary sessions held under the Sophia Cooverji Hormusji Programme in Ethics and Spirituality.

7. Contact Details

Name of the Principal	:	Dr. (Sr.) Anila Verghese
Name of the Institution	:	Sophia Smt. Manorama Devi Somani College
City	:	Mumbai
Pin Code	:	400 026
Accredited Status	:	N.A.
Work Phone	:	022-23513157
Fax	:	022-23515596
Website	:	www.sophiapolytechnic.com
E-mail	:	anilaverghese@gmail.com
Mobile	:	09821150009

EVALUATIVE REPORT OF THE DEPARTMENT

1. NAME OF THE DEPARTMENT: HAFT (Hotel Administration and Food Technology)

2. YEAR OF ESTABLISHMENT: 2009 (but the department has existed from the early 1970s as an unaffiliated department)

3. NAMES OF PROGRAMMES / COURSES OFFERED

a) **UG:** B.Sc. In Hospitality Studies (Three year comprehensive degree course affiliated to the University of Mumbai)

b) **One year full-time Certificate Course:** Craftsmanship in Bakery and Patisserie (institute course)

c) **Short-term, part time courses:** Dynamics of Bakery and Patisserie (part time course in three parts – a) Basic b) Intermediate c) Advanced

d) **Names of the Interdisciplinary courses:** The department does not have any interdisciplinary courses. However, its students participate fully in the interdisciplinary programme of the Institute, namely the 'Sophia Cooverji Hormusji Bhabha Programme in Ethics and Spirituality'. The students of both the BSc in Hospitality Studies as well as of the Certificate Course in Craftsmanship in Bakery and Patisserie attend the three interdisciplinary sessions that are held during the academic year under this programme. For each class three sessions or workshops are also conducted in class and the students participate, if they wish, in the three competitions undertaken under this programme. They also avail of the counselling facility that is available under this programme.

5. Annual, Semester choice based credit system (programme wise)

i. B.Sc. In Hospitality Studies (Three year comprehensive degree course affiliated to the University of Mumbai comprising of six semesters of 20 credits each, the 6th semester being the specialization semester offering core and allied electives)

ii. Craftsmanship in Bakery and Patisserie (institute course comprising of 2 semesters based on annual pattern)

iii. Dynamics of Bakery and Patisserie (part time course in three parts of 18 four hour sessions each- a) Basic b) Intermediate c) Advanced

6. Participation of the Department in the courses offered by other departments:

NIL

7. Courses in collaboration with other Universities, Industries, Foreign Institutions etc.: NIL

8. Details of courses/ Programmes discontinued, if any (with reasons): NIL

9. Number of teaching posts: SEVEN

Post	Sanctioned	Filled
Assistant Professor	7	7
Associate Professor	-	-

In addition to the seven full-time faculty of the HAFT Department, we also have two full-time faculty employed by the Institute in the computer laboratory, who conduct computer classes for the students of both the BSc in Hospitality Studies and the Certificate Course in Craftsmanship in Bakery and Patisserie. They also assist the students with computer and internet related assignments / projects and even with the lay-out of the departmental student magazine.

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	Years of Experience	No of Ph.D students guided
Ms.Dopati Banerjee	PG (MTM)	Asst. Professor	F & B	19	-
Mr.Aspi Daruwala	PG (MTM)	Asst. Professor	Front Office	20	-
Ms.Hufriz Bulsara	PG (MTM)	Asst.Professor	Food Production & Bakery	17	-
Mr.Hoshang Velati	PG (MTM)	Asst.Professor	F & B	15	-
Ms.Nisha Rodrigues	PG (MTM)	Asst.Professor	Rooms Division Mgt. and Bakery	8	-
Mr.Linus D'Silva	PG (MTM)	Asst.Professor	Bakery and Rooms Division Mgt.	19	-
Mr.Dilraj Bhamrah	PG (MTM)	Asst.Professor	Food Production	3	-

11. List of senior visiting faculty:

- i. Mr Trevor Pereira (for BSc Hospitality Studies)
- ii. Ms. Shiraz Gotla (for BSc Hospitality Studies)
- iii. Mr. Burzis Panthaky (for BSc Hospitality Studies)
- iv. Ms. Anahita Hakim (for BSc Hospitality Studies)
- v. Mr Hugo D'Souza (for BSc Hospitality Studies)
- vi. Mrs. Shashi Mahesh (for Dynamics of Bakery and Patisserie)

Ms Mahafirin Sukheswalla – **part-time lecturer** (for Craftsmanship in Bakery and Patisserie)

12. Percentage of lectures delivered and practical classes handled by temporary faculty:

Nil in BSc Hospitality Studies; however, some lectures are delivered by visiting faculty. The Craftsmanship in Bakery and Patisserie Course is conducted by regular and part-time faculty; the Dynamics of Bakery Course is conducted entirely by one visiting faculty.

13. Student-Teacher ratio (programme wise):

- BSc in Hospitality Studies : 1: 25
- Certificate Course in Craftsmanship in Bakery and Patisserie 1: 30
- Dynamic of Bakery: 1: 30

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: one librarian, three clerical staff, one store-keeper, five laboratory attendants, one peon. All the posts are filled.

15. Qualifications of teaching faculty: Given in the table in point No. 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre / facility recognized by the University: NIL

19. Publications by faculty:

MR. HOSHANG VELATI was a contributor to the following monograph: Cuisine for a Cause: *Celebrating Parsi Recipes and Philanthropy*, Centre of Advancement of Philanthropy, Mumbai, 2012.

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in a) National Committees b) International Committees c) Editorial Boards: Nil

22. Student projects:

a) Percentage of students who have done in-house projects including inter departmental/ programme: 1%

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: Nil

23. Awards/ Recognitions received by faculty and students:

By faculty: Nil

By students:

Mr. Sandesh Patil (student of Second Year 2014-2015)	State level rugby player
Mr. Dolan Pereira (student of Third Year 2013-2014)	Kick Boxing
Mr. Rohit Yadav (student of First Year 2014-15)	'Mauj' intercollegiate Football tournament - won a prize in this competition hosted by Ghanshyamdas Saraf College & Durgadevi Saraf Junior College
Mr. Dylan Ferrao(student of First Year 2014-15)	
Mr. Lionel Sequeira(student of First Year 2014-15)	
Mr. Clinton Rebeiro (student of First Year 2014-15)	
Mr. Ryan Aranha (student of First Year 2014-15)	

24. List of eminent academicians and scientists /visitors to the department:

The list of distinguished visitors to the HAFT Department during the period 2013-2015 has been listed in detail in the SSR, in response to Q. 3.1.8 (please refer there).

25. Seminars/Conferences/Workshops organized & the source of funding: No national or international conferences or seminars have been organised by the department. Whatever is organised is for the students of the department only.

26. Student profile programme/course wise

NAME OF COURSE/ PROGRAMME	APPLICATION S RECEIVED	SELEC TED	ENROLL ED M/F	PASS %
Academic Year 2014-2015				

1. B.Sc. In Hospitality Studies	141	60	40M/20F	
2.Craft Course in Bakery & Patisserie	59	30	4M/26F	
3. Dynamics of Bakery (Part Time)				
a) Basic	31 (after this applications were not accepted)	31	1M/30F	
b) Intermediate	36 (after this applications were not accepted)	36	36F	
c) Advanced	33 (after this applications were not accepted)	33	33F	
Academic Year 2013-2014				
1.B.Sc. In Hospitality Studies	92	60	41M/19F	
2.Craft Course in Bakery & Patisserie	64	24	3M/21F	
3.Dynamics of Bakery (Part Time)				
a) Basic	24 (after this applications were not accepted)	24	24F	
b) Intermediate	24 (after this applications were not accepted)	24	3M/21F	
c) Advanced	24 (after this applications were not accepted)	24	24F	
Academic Year 2012-2013				
1.B.Sc. In Hospitality Studies	89	61	35M/26F	
2.Craftsmanship Course in Bakery & Patisserie	80	24	6M/18F	
3. Dynamics of Bakery (Part Time)				
a) Basic	25 (after this applications	25	1M/24F	

	were not accepted)			
b) Intermediate	26 (after this applications were not accepted)	26	2M/24F	
c) Advanced	27 (after this applications were not accepted)	27	2M/25	

27. Diversity of students:

	% of Students - same state	% of Students - other states	% of students - Abroad
Academic Year 2014-2015			
1. B.Sc. In Hospitality Studies	100%	NIL	NIL
2.Craft Course in Bakery & Patisserie	100%	NIL	NIL
3. Dynamics of Bakery (Part Time)			
a) Basic	100%	NIL	NIL
b) Intermediate	100%	NIL	NIL
c) Advanced	100%	NIL	NIL
Academic Year 2013-2014			
1.B.Sc. In Hospitality Studies	100%	NIL	NIL
2.Craft Course in Bakery & Patisserie	100%	NIL	NIL
3. Dynamics in bakery (Part Time)			
a) Basic	100%	NIL	NIL
b) Intermediate	100%	NIL	NIL
c) Advanced	100%	NIL	NIL
Academic Year 2012-2013			
1. B.Sc. In Hospitality Studies	100%	NIL	NIL
2.Craftsmanship Course in Bakery & Patisserie	100%	NIL	NIL
3. Dynamics of Bakery (Part			

Time)			
a) Basic	100%	NIL	NIL
b) Intermediate	100%	NIL	NIL
c) Advanced	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Nil

29. Student progression:

Student Progression	Against % Enrolled
UG to PG or other courses	Given in SSR in reponse to Q.5.2.1
PG to M.PHIL	N.A.
PG to Ph.D	N.A.
Ph.D to Post Doctoral	N.A.
Academic Year 2014-2015	
EMPLOYED-(CAMPUS SELECTION/ DIRECT RECRUITMENT)	56%
ENTREPRENEURSHIP/ SELF EMPLOYED/ FURTHER STUDIES	21%
Academic Year 2013-2014	
EMPLOYED-(CAMPUS SELECTION/ DIRECT RECRUITMENT)	39%
ENTREPRENEURSHIP/ SELF EMPLOYED/ FURTHER STUDIES	40%
Academic Year 2012-2013	
EMPLOYED-(CAMPUS SELECTION/ DIRECT RECRUITMENT)	42%
ENTREPRENEURSHIP/ SELF EMPLOYED/ FURTHER STUDIES	44%
Academic Year 2011-2012	
EMPLOYED-(CAMPUS SELECTION/ DIRECT RECRUITMENT)	45%
ENTREPRENEURSHIP/ SELF EMPLOYED/ FURTHER STUDIES	46%

Some of the leading Hotel chains which come for campus recruitment are:

Taj Mahal Palace and Towers, Mumbai
Taj Lands End, Mumbai
Vivanta by Taj President, Mumbai
OCLD, New Delhi
The Oberoi, Mumbai
The Trident (Nariman Point), Mumbai
The Trident (BKC), Mumbai

ITC Grand Central, Mumbai
ITC Maratha, Mumbai
Four Seasons, Mumbai
Park Hotel, Navi Mumbai
Westin, Mumbai
Sofitel, Mumbai
Intercontinental (Marine Drive), Mumbai
Marine Plaza

30. Details of Infrastructural facilities:

a) Library

Situated on the ground floor of the Polytechnic building, the air-conditioned central library is indeed an oasis of knowledge. There is an immense collection of reading material which includes reference journals, periodicals and encyclopaedias much required by the students to have the competitive edge for securing job placements.

b) Internet Facilities for staff & students

The institute has a computer laboratory which provides the students with technologically advanced equipment for learning and producing finished work portfolios. It is well equipped with the latest machines, cable internet, and above all a very helpful faculty.

c) Classrooms with ICT Facilities

The four classrooms of HAFT are well ventilated; and they have LCD projection facilities.

d) Laboratories and specialization rooms

A fully equipped Front Office Laboratory for practical inputs involving check-ins and check-outs via the property management software 'Fidelio'.

- **HOUSE-KEEPING ROOM**

A well designed fully functional air-conditioned double bedded guest room created as a replica of accommodation offered by a luxury star rated commercial hotel, with a vanitory unit and a bath tub. The room also has a washing machine and is used as for laundry practicals, bed making and VIP amenities programme.

- **KITCHENS**

The college offers three state-of-the-art kitchens. Two of the kitchens have the latest stainless steel self contained work stations along with a deck oven, a 'combi' oven, a chest freezer, traulsens (pre-fabricated commercial refrigeration unit) and a salamander for basic and advanced practicals in Indian Cuisine and continental / multinational cuisine. The third kitchen is for 'Quantity Cooking', equipped with Quantity meal preparation infrastructure including tilting pans, planetary mixers, high pressure burners and ranges.

- **TRAINING RESTAURANTS**

The college offers two training restaurants each having a capacity to seat approximately 45 and 50 covers and equipped for full meal service and a Gueridon / Breakfast service trolley. Each restaurant is also used for practical inputs, mixology and demonstration workshops and is stocked with adequate top quality crockery, serve-ware and stainless steel cutlery.

- **BAKERY & CONFECTIONERY**

The college offers a large well ventilated Bakery & Confectionery laboratory with an adjoining air -conditioned 'Chocolate Room', two state-of-the-art German 'combi ovens' and a two-deck stainless steel oven. In addition to this, the infrastructure includes an electronic 'dough-sheeter', two industrial planetary mixers, two 650 litre refrigerators, one commercial deep freezer and one Ice Cream Machine. The Laboratory has 15 individual self contained work stations surrounding the demonstrators' work tables.

31. Number of students receiving financial assistance from college, University, government or other agencies:

2010 – 2011

Given by the Management / College

<u>S.No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Tanmay Ghadavale	FYBSc Hosp. Stud.	Rs.10000/-
2	Jude Fernandes	TYHAFT-Hosp. Mgmt	Rs.15000/-
3	Azaruddin Kazi	TYHAFT-Hosp. Mgmt	Rs.15000/-
4	Stephan Fernandes	TYHAFT-Hosp. Mgmt	Rs.15000/-
5	Angelica Thomas	TYHAFT-Hosp. Mgmt	Rs.15000/-

Scholarship given by the Priyadarshini Academy - through the college

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Thomas Angelica	TYBSc	Rs. 5,000/-
2	Pujari Srikant	-- " --	Rs. 5,000/-
3	Ohol Aakash	-- " --	Rs. 5,000/-
4	Patil Pratika	-- " --	Rs. 5,000/-
5	Ahuja Nilesh	-- " --	Rs. 5,000/-
6	Fernandes Jude	-- " --	Rs. 5,000/-
7	Pradhan Isaac	FYBSc	Rs. 5,000/-
8	Sharma Deepak	-- " --	Rs. 5,000/-

2011 – 2012

Scholarships given by the Priyadarshini Academy - through the college

<u>S. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Mr. Bernraf Avelino Anthony Dias	F.Y.B.Sc. in Hospitality Studies	Rs.10,000/-

2012 – 2013

Given by the Management / College

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Balwant Singh Sajwan	FYBSc Hosp. Stud.	Rs.10000/-
2	Swapnil Vinerkar	FYBSc Hosp. Stud.	Rs.8000/-
3	Siddharth Choudhari	FYBSc Hosp. Stud.	Rs.8000/-
4	Tanmay Ghadavale	TYBSc Hosp. Stud.	Rs.10000/-
5	Pooja Palav	SYBSc Hosp. Stud.	Rs.10000/-

2013 – 2014

i) Given by the Management / College

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Mohd. Muzakkir Ansari	FYBSc Hosp. Stud.	Rs.10000/-
2	Balwant Singh Sajwan	SYBSc Hosp. Stud.	Rs.10000/-
3	Swapnil Vinerkar	SYBSc Hosp. Stud.	Rs.10000/-
4	Schnell Aranha	TYBSc Hosp. Stud.	Rs.10000/-
5	Pooja Palav	TYBSc Hosp. Stud.	Rs.10000/-

ii) Given by Tavescor Charitable Trust - through the college

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Hinal Shah	SYBSc Hosp. Stud.	Rs.30000/-
2	Viveksingh Sajwan	SYBSc Hosp. Stud.	Rs.10000/-
3	Adil Watchmaker	SYBSc Hosp. Stud.	Rs.20000/-
4	Ajay Yadav	SYBSc Hosp. Stud.	Rs.10000/-

iii) Scholarship given by the Priyadarshini Academy - through the college

<u>S.No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Balwant Singh Sajwan	SYBSc Hosp.Stud	Rs.5,000/-
2	Muzakkir Ansari	SYBSc Hosp.Stud	Rs.5,000/-

2014-15

i) Given by the Management / College

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Akshay Kadam	FYBSc Hosp. Stud.	Rs.15000/-
2	Lionel Rodrigues	FYBSc Hosp. Stud.	Rs.15000/-
3	Ritu Jaiswal	FYBSc Hosp. Stud.	Rs.10000/-
4	Edwina D'Souza	FYBSc Hosp. Stud.	Rs.10000/-
5	Yung Pao Huang	FYBSc Hosp. Stud.	Rs.15000/-
6	Eshu Rawat	FYBSc Hosp. Stud.	Rs.15000/-
7	Mark Paul	FYBSc Hosp. Stud.	Rs.10000/-
8	Muzakkir Ansari	SYBSc Hosp. Stud.	Rs.15000/-
9	Swapnil Vinerkar	TYBSc Hosp. Stud.	Rs.20000/-
10	Hiral Shah	TYBSc Hosp. Stud.	Rs.15000/-

ii) Given by Tavascor Charitable Trust - through the college

<u>Sr. No.</u>	<u>Name of the Student</u>	<u>Class</u>	<u>Amount</u>
1	Hinal Shah	TYBSc Hosp. Stud.	Rs.25000/-
2	Lionel Rodrigues	FYBSc Hosp. Stud.	Rs.30000/-
3	Akshay Kadam	FYBSc Hosp. Stud.	Rs.35000/-
4	Eshu Rawat	FYBSc Hosp. Stud.	Rs.35000/-
5	Mark Paul	FYBSc Hosp. Stud.	Rs.25000/-
6	Yung Pao Huang	FYBSc Hosp. Stud.	Rs.30000/-

32. Details on student enrichment programmes with external experts:

The Department organises additional guest lectures, demonstrations workshops through the year for its students. The details have been listed in response to Q. 2.3.6. (please refer there for the same).

33. Teaching methods adopted to improve student learning:

All the teachers of the department have access to computers and connectivity to LCD Projectors and internet. During the classroom sessions, Power Point

Presentations, and audio visuals are screened. Students participate in interactive sessions by way of individual and group presentations.

During laboratory practical sessions for Food Production & Bakery & Patisserie, the students participate in the indenting and checking the quantity of the ingredients as per the specifications provided, processing and heat application / cooking as per the recipes researched / provided. In addition, journals are maintained for collated menus along with kilo calorie figures for nutritional content. During laboratory practical sessions for Front Office, the students, under the guidance of the professor, get 'hands on' experience with the PMS-Fidelio demonstration package installed which helps each student to create a computerized reservation based on the guest data/ profile, printing electronic confirmations, check-ins and registration, guest stay and check-out including guest billing and pre billing formalities. The 'Night Audit' function is also taught as a part of 'End of Day'. During laboratory practical sessions for Food & Beverage Service, the students, under the guidance of the professor, design menus, plan scale models of buffet and table service layouts, learn 'Bar & Beverage Service' create recipes and demonstrate service of cocktail and mocktails and full 'Gueridon Service'.

All the students are given computer training in our computer laboratory. Extra practicals, workshops and events are organised during the course of the year in order to improve the student learning (for further details see the responses to the Questions under Criterion II of the SSR).

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The students of the department participate enthusiastically both in the Joy of Giving Week and in the Christmas Outreach Programme that is organised for the whole Institute during the course of the year.

35. SWOC analysis of the department and Future plans:

Strengths of the department include:

- Small Batch of students ensuring an optimal student teacher ratio resulting in personalised attention to each student. Since our courses are very practical and skill based, students benefit tremendously from this personalised attention.
- Experienced, qualified and well motivated Faculty, who are willing to provide service beyond the call of duty.
- Excellent industry interface leading to good placement.
- Infrastructure on par with the industry.

- Foresighted Management which supports and motivates staff for enrichment and self development programmes and with improvements of infrastructure etc..
- The department is in an institution located in a green campus conducive to learning with a lawn suitable for departmental events.

- We have alumni in the top management of the hospitality sector and we have a very good name in the industry.

Weakness include:

- Space Constraints which limits our expansion.
- Industry is very taxing in terms of working hours and physical stress and students during the internships sometimes find this very hard.
- Cost of operations of this course is substantially higher in comparison to alternate courses offered in the Science, Commerce and Arts streams. Being an unaided course the fees and other charges are the only means to cover the cost.

Opportunities include:

- With the boom in the hospitality sector our course has the potential to grow from strength to strength making it one of the most sought after and well known courses of the country.
- There is a tremendous opportunity to target the job placement in other sectors such as retail management, Hospital caterings, Commercial canteen catering, Off-shore catering, Cruise lines and cargo lines.

Challenges include:

- Countering the competition faced by us from several colleges in the city offering similar courses.
- Making up the lacuna which exists in the University prescribed syllabus so that our students are suitably equipped for the industry.

Future plans:

- **To publicise the department and its courses to attract better quality and a wider range of students.**
- **To upgrade our infrastructure from time to time, keeping pace with the latest trends in the industry.**
- **Introduce short term courses (e.g. in Food production) .**
- **Introduce one-day workshops in all aspects of hospitality such as: towel origami, international desserts, table etiquette and manners, table decorations, cocktail snacks, mocktails etc.**

EVALUATIVE REPORT OF THE DEPARTMENT

1. **Name of the Dept.:** SOCIAL COMMUNICATIONS MEDIA (SCM)
2. **Year of Establishment:** The department was established in the early 1970s; it was brought under the Sophia Smt. Manorama Devi Somani College only in 2014 (through an MoU signed with the University of Mumbai's autonomous Garware Institute of Career in Education).
3. **Names of Programmes / Courses offered:** POST-GRADUATE DIPLOMA IN SOCIAL COMMUNICATIONS MEDIA
4. **Names of Interdisciplinary courses:** NOT APPLICABLE
5. **Annual/ semester/choice based credit system:**
SEMESTER SYSTEM
Choice Based Credit System
6. **Participation of the department in the courses offered by other departments:** NONE
7. **Courses in collaboration with other universities, industries, foreign institutions, etc. :** NONE
8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
9. **Number of Teaching posts:** two full-time (Assistant Professors); two part-time
10. **Faculty profile with name, qualification, designation, specialization:**

No	Name of the Staff member	Qualification	Designation	Specialization	Industry Experience
1	Dr. Sunitha Chitrapu	PhD (Indiana University, USA)	Head, Social Communications Media	Mass Communications	7 years

			department	(Economics)	
2	Nirmita Gupta	P.G.Diploma in S.C.M. B.Com., Dip in Product Planning & Dev, IIMA	Course Coordinator Lecturer, SCM department	Advertising	10 years
3	Sunayana Sadarangani	MA in Pol.Science, PG Dip in Social Communications Media & PG in Broadcast Jrn.	Lecturer, SCM department (part-time)	Broadcast Journalism	30 years
4	Preetika Bose	B.A, P.G.Diploma in S.C.M	Lecturer, SCM department (part-time)	Television News Production	5 years

11. List of senior visiting faculty

No	Name of the Staff member	Qualification	Designation	Specialization	Industry Experience
1	P.Sainath	M.A. - History, B.A.History	Visiting faculty	Rural affairs	29 years
2	Rabindra Hazari	M.Phil, LLB, M.A.	Visiting faculty	Media Law	29 years
3	Smruti Koppikar	P.G. Dip, in S.C.M., B.A. - Economics, MA in Sociology	Visiting faculty	Print Journalism	21 years
4	Jerry Pinto	BA in Socio & Psycho, LLB	Visiting faculty	Print Journalism	22 years
5	Shola Rajachandran	MA (Literature)	Visiting faculty	Public relations	30 years
6	Jeroo Mulla	M.A.(Educational Media), Adv. Diploma in Mass Media	Visiting faculty	Film Appreciation	32 years (fomer Head of SCM Dept.)

7	Ajay Noronha	MA in Mass Communication	Visiting faculty	Cinematography	22 years
8	Suresh Venkat	B.DES (NID)	Visiting faculty	Radio	25 years
9	Geeta Rao	MA (Literature)	Visiting faculty	Advertising	12 years
10	Mayank Sen	B Tech	Visiting faculty	Public relations	10 years
11	MadhaviTangella	P.G.Diploma in S.C.M., B.A	Visiting faculty	Documentary	10 years

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: N.A.

13. Student -Teacher Ratio (programme wise):

40 students: 2 full-time, 2 part-time, 11 visiting faculty

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 1 technical, 1 administrative, 1 peon

15. Qualifications of teaching faculty: Given above in response to Qs. 10 and 11.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NONE

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: NONE

18. Research Centre /facility recognized by the University: NONE

19. Publications:

a) Publication per faculty

DR. SUNITHA CHITRAPU

Number of papers published in peer reviewed journals: 2 papers:

- Chitrapu, S. (2011). The Indian Film Market: Economic Effects of Television on Film Production and Exhibition. *Journal of Creative Communications*, 6(1-2), 67-101.
- Rauch, J., Chitrapu, S., Eastman, S T. Evans, J., Paine, C., Mwesige, P. (2007). From Seattle 1999 to New York 2004: A Longitudinal Analysis of Journalistic Framing of the Movement for Democratic Globalization. *Social Movement Studies Journal of Social, Cultural and Political Protest*, 6(2), 131 – 145.

Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database -International Social Sciences Directory, EBSCO host, etc.):

SCOPUS: 2

- Chitrapu, S. (2011). The Indian Film Market: Economic Effects of Television on Film Production and Exhibition. *Journal of Creative Communications*, 6 (1-2), pp. 67-101.
- Chitrapu. S. (2012). The big stick behind ‘soft power’? The case of Indian films in international markets. In D. Schaefer and K. Karan (Ed.s), *Bollywood and Globalisation: The Global Power of Popular Hindi Cinema*. New York: Routledge, pp. 15-28.

Monographs: NONE

Chapter in Books: 4

- Chitrapu, S. (2013). Language and Indian Film Audiences. In R. E. Parameswaran (Ed.), *Audience and Interpretation* (Vol. 4). The International Encyclopedia of Media Studies. Malden, MA: Wiley-Blackwell, pp. 300-319.
- Chitrapu. S. (2012). The big stick behind ‘soft power’? The case of Indian films in international markets. In D. Schaefer and K. Karan (Ed.s), *Bollywood and Globalisation: The Global Power of Popular Hindi Cinema*. New York: Routledge, pp. 15-28.
- Chitrapu, S. (2012). A Regional Mosaic: Linguistic Diversity and India’s Film Trade. In A G Roy (Ed), *The Magic of Bollywood: At Home and Abroad*. New Delhi: Sage, pp. 81-106
- Parameswaran, R E &Chitrapu, S. (2011). Women’s Rights and Movement Media in India. In J. Downing (Ed.) *Encyclopedia of Social Movement Media*. Thousand Oaks: Sage, pp. 542-547.

Books Edited: NONE

Books with ISBN/ISSN numbers with details of publishers:
NONE

Citation Index: (Of Dr. Chitrapu’s following article: The Indian Film Market: Economic Effects of Television on Film Production and Exhibition. *Journal of Creative Communications*, 6 (1-2), pp. 67-101) -

SNIP: SNIP 2012 0.575	IPP 2012 0.071	SJR 2012 0.133
--	---------------------------------	---------------------------------

Impact factor: -----
h-index: -----

20. Areas of consultancy and income generated: Dr. Sunitha Chitrapu is a visiting faculty at TISS, but no income has been generated.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards: NONE

22. Student projects

a) Percentage of students who have done in-house projects including interdepartmental/programme: ALL STUDENTS

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: 68%

23. Awards/ Recognitions received by faculty and students:

1. 2007 Ramon Magsaysay Award for Journalism, Literature, and Creative Communication Arts awarded to P Sainath our Media Ethics visiting faculty
2. *The Hindu* Literary Prize 2012 for his novel "Em and the Big Hoom" awarded to Jerry Pinto, our Journalism faculty
3. 2002 Sanskriti award for excellence in journalism awarded to Smruti Koppikar, our Journalism faculty
4. A) 2007 Gold Medal, by the Association of Business Communicators of India in recognition of a "long and distinguished career in the communication practice" to Jeroo Mulla, our Film appreciation faculty
B) 2014 First Professor Satish Bahadur Lifetime Achievement Award for Outstanding Contribution to Film Studies in South Asia at the Alpaviram Film Festival at the National Institute of Design, Ahmedabad, India awarded to Jeroo Mulla, our Film appreciation faculty
5. 2009 Top Dissertation Award from the International Communications Association's Global Communication and Social Change Division conferred on Dr. Sunitha Chitrapu, our communications research faculty and Head of Dept.
6. 2010 SPECIAL JURY AWARD FOR STUDENT FILM 'for a focused, mature approach to child sexual abuse, made with sensitivity and personal courage' awarded to the film 'SPEAK

UP! IT IS NOT MY FAULT' at the KASHISH – MUMBAI INTERNATIONAL QUEER FILM FESTIVAL 2010.

7. 2014 "Riyad Wadia Award for best emerging filmmaker conferred on our student Sharon Flynn at at the KASHISH – MUMBAI INTERNATIONAL QUEER FILM FESTIVAL 2014.
8. 2013 *Hindustan Times* Young Critic Award conferred on our student Yavar Ahmed at the MAMI Film Festival
9. 2013 Silver Award for the Best Overall Magazine and the Award for the Most Creative Name, at ICE Awards 2013 were conferred on our student magazine, *Marginalia* 2013
10. 2014 Second Runner-Up for Best Magazine among Educational Institutions at the ICE Awards 2014 were conferred on our student magazine, *Marginalia* 2014

24. List of eminent academicians and scientists/ visitors to the department during the last two years (2013-2015)

- Abhishek Kapoor (Director, Rock On and Kai Po Che)
- Ajay Noronha (Director of Photography, Kaun Banega Crorepati)
- Anahita Mukherji (Asst Editor, Times of India)
- Anupama Mandloi (Head of Content, Fremantle India)
- Arnab Goswami (Editor in Chief, Times Now)
- Aruna Roy (Activist)
- Ayaz Memon (Columnist)
- Binayak Sen (Activist)
- Bishakha Datta (Documentary Filmmaker, Point of View)
- Deepa Bhatia (Producer, Stanley Ka Dabba)
- Durga Raghunath (Former CEO, Web 18 & Founder, Firstpost),
- Govindraj Ethiraj (Founder, Indiaspend.com),
- Jabeen Merchant (Editor, NH 10)
- Kalpana Sharma (Author and former Mumbai Bureau Chief, The Hindu)
- Keegan Pinto (Lowe Lintas)
- Malishka Mendonca (Radio Jockey, RED FM)
- Meera Sanyal (Former CEO, Royal Bank of Scotland, AAP candidate)
- Nandita Gandhi (Co-Director, Akshara),
- Naomi Datta (Former News Anchor –Times Now),
- Natasha Hemrajani (Photographer)
- Neville Roy Singham (Founder, Thoughtworks)
- Pratik Gupta (Co Founder, Foxymoron).
- Rajkumar Hirani (Director)
- Rohan Vyavaharkar (Head-Communications, Twitter India),
- Rosie Thomas (Professor, University of Westminster)
- S Subramanyeswar (National Planning Director, Lintas Lowe),
- Samar Jodha (Internationally acclaimed photographer)
- Sameera Khan (Author)

- Satyajit Bhatkal (Director, SatyamevaJayate),
- Shakil Ahmed (Editor, Janata Ka Aaina Community Newspaper)
- Shilpa Ranade (Author and architect)
- Sonalini Mirchandani (Founder, The Communications Hub)
- Subhash Kamath (Managing Partner, BBH India)
- Urvashi Butalia (Founder, Zubaan Publishing)

25. Seminars/ Conferences/Workshops organized & the source of funding

- National:** Nil
- International:** Nil
- City level:** Media Mirror (in January 2014 and January 2015), funded internally

26. Student profile programme/course wise:

Name of the Course/programme
 (refer question no. 4)
Applications Received: 47
Selected: 36; **Enrolled:** 27
***M:** 3 ***F:** 24
Pass Percentage: RESULTS AWAITED

27. Diversity of Students:

% of students from the same state: 54%

% of students from other States: 46%

% of students from abroad: NONE

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.: NONE

29. Student progression

Student progression Against % enrolled
UG to PG
PG to M.Phil.
PG to Ph.D.
Ph.D. to Post-Doctoral

Employed
Campus selection
Other than campus recruitment: 100%
Entrepreneurship/Self-employment:

30. Details of Infrastructural facilities

- a) **Library:** collections for each subject in SCM
- b) **Internet facilities for Staff & Students:** wifi
- c) **Class rooms with ICT facility:** 1
- d) **Laboratories:** 3 (video/ audio editing suite -1, broadcast production control room -1, video editing suite -1)

31. Number of students receiving financial assistance from college, university, government or other agencies: One student each year in 2013-14 and 2014-15 via the Institute from sponsorships received from alumnae etc.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

The academic year 2014-15 began on a slushy note as our students waded into a rice field to transplant paddy and understand firsthand the lives of agricultural labourers for a workshop in Fundamental Concepts. Elroy Vaz conducted a workshop on Krav Maga, the Israeli form of self-defence. Chirodeep Chaudhary, a well known photographer, conducted a photojournalism for our students. As in the past Anita Khushwaha held a sound workshop. Sameer Sabnis took a lighting workshop, Pooja Gupte, took a camera workshop and award-winning documentary filmmaker Pankaj Rishi Kumar conducted a three-day workshop on the ideation process of documentary film making. This was followed by a workshop by nutritionist Anju Venkat on the role of natural foods in reducing physical and mental stress which are central to careers in the media industry.

The Department has also been inviting distinguished persons for special lectures under the series entitled 'Catalysts for Change', held in the Sophia Bhabha Hall. Those invited for the same include Vandana Shiva, Aruna Roy, P. Sainath, Neville Roy Singham. Dr. Binayak Sen also has visited the Department and addressed the students.

33. Teaching methods adopted to improve student learning:

Learning through doing i.e., focus on practical sessions using excellent technical infrastructure including HD video cameras and digital editing equipment; a combination of group work and individual work; exposure to top-level professionals who share their experiences and mentor students; extensive field work in the form of journalism beat assignments, documentary and broadcast journalism research and shooting, study tour, etc; opportunities to attend film festivals and photo exhibitions that take place in

Mumbai; opportunity to organise Media Mirror, a day long event for undergraduate students interested in the media.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Joy of Giving Week and Christmas Outreach; in addition most of the documentaries, broad cast features etc. prepared by the students (see Annexure VI for details) have a social theme and / or engages with the community.

35. SWOC analysis of the department and Future plans:

STRENGTHS:

- Central location at the heart of the media industry in Mumbai
- Top level professional visiting faculty
- Extensive alumnae network
- Excellent infrastructure
- Hostel facilities available for female students
- Small batch size ensures close teacher attention
- Integrated curriculum ensures students have lateral mobility even when the technology changes

WEAKNESSES: Small batch sizes means that word of mouth is less than those institutions whose batch sizes are large

OPPORTUNITIES: Digital media allows us opportunities to communicate with applicants through the website and social media

CHALLENGES: Applicants are not aware of the benefits of an integrated media course till they join the course

Future plans:

- Increase social media and digital content in all subjects
- Showcase student work using digital avenues
- Increase alumnae funded scholarships.



DECLARATION BY THE HEAD OF INSTITUTION

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Dr. (Sr.) Anila Verghese
Principal

SOPHIA-SMT. MANORAMA DEVI SOMANI COLLEGE
Sophia Campus,
Bhulabhai Desai Road,
Mumbai - 400 026

Seal:




Place: Sophia Campus, Mumbai
Date: 31st May 2015

ANNEXTURE - I A

AFFILIATION LETTER

documents/08-09.1/University of Mumbai

3



URGENT/BY HAND

No. Aff./Recog.-/1997 of 2008.
Mumbai-400 026.
18th March, 2008.

✓ The General Secretary,
Society for the Higher Education
of Women in India,
Sophia Campus,
Bhulabhai Desai Road,
Mumbai-400 026.

Ref. - (1) G. R. No. NGC 2008/(276/08) Mashi-1,
dated 4th August, 2008 of the Higher &
Technical Education, Government of Maharashtra.

Sir,

This has reference to your application dated 23rd October, 2007 for affiliation of a new college of B.Sc.(Hospitality Studies) proposed to be started at Bhulabhai Desai Road, Mumbai-400 026 from the academic year 2008-09.

In this connection, I am directed to inform you that considering the permission granted by the Government of Maharashtra to your Society as per the letter referred to above, I am pleased to inform you that your Society has been granted permission for first time affiliation to open a new college of B.Sc.(Hospitality Studies) on the name of Society for the Higher Education of Women in India, Sophia Shree B.K. Somani Memorial Polytechnic, Bhulabhai Desai Road, Mumbai-400 026 on permanently 'No Grant Basis' to start the B.Sc.(Hospitality Studies) degree course for a period of one year from the academic year 2009-10.

The college has to fulfill the conditions mentioned in the above mentioned letters.

The college has also to fulfill the following affiliation conditions -

- 1) that the conditions laid down by the University from time to time.
- 2) that the minimum attendance of all the students must not be less than 75% during the academic year and college will have to complete syllabus of all the subjects during the academic year.
- 3) Admissions should not be linked with donations.
- 4) that they will strictly follow the Ordinance 2802 in respect of preventing the colleges and Management of Colleges from accepting donation or capitation fees for admission of students in the Colleges, quoted in the University Circular No. Aff./Recog./49 of 1987, dated 4th February, 1987 (copy enclosed.)

University of Mumbai



- 2 -

- 5) that they should follow the norms as prescribed and circulated by the University vide No.CONCOL/75 of 1988, dated 3rd March, 1988 (copy enclosed).
- 6) the college shall not admit the students over and above sanctioned intake.
- 7) the college shall appoint the teaching as well as non-teaching faculty as per the University and U.G.C. norms and also provide infrastructure facilities for the purpose.

Further, I enclose herewith copies of the Circulars No.Aff./Recog./188, dated 17th May, 2008 and No.Aff./Recog./189, dated 17th May, 2008 for your information and further necessary action.

In case you could not start the College from the academic year 2009-10, the permission granted to your Society will stand cancelled, which may please be noted.

Please inform the Name of the College, Address, Telephone No., Fax No. and date on which the college has started.

Yours faithfully,


(PRIN. K. VENKATRAMANI)
REGISTRAR

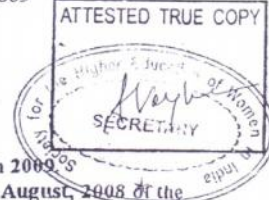




SOCIETY FOR THE HIGHER EDUCATION OF WOMEN IN INDIA

SOPHIA CAMPUS,
BHULABHAI DESAI ROAD, MUMBAI - 400 026.
TEL: 23517951, 23513157, TELEFAX: 23519723
June 9, 2009

Prin. K. Venkatramani
Registrar
University of Mumbai
Fort Campus, Mumbai 400 032



Ref. : (1) No. Aff./Recog.-1/1992 of 2009 dated 18th March 2009
(2) G.R. No. NGC 2008/(276/08) Mashl-1, dated 4th August, 2008 of the
Higher & Technical Education, Government of Maharashtra

Sub. : Permission granted to open a new college for a period of one year from the
academic year 2009-10 for B.Sc. in Hospitality Studies.

Dear Prin. Venkatramani,

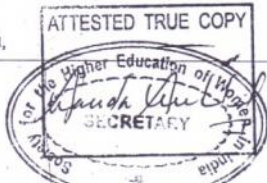
Thank you for your letter No. Aff./Recog.-1/1992 of 2009 dated 18th March, 2009 granting permission to the Society for the Higher Education of Women in India to start a new college of B.Sc. (Hospitality Studies) for a period of one year from the academic year 2009-10. We will fulfill the terms and conditions as laid down by the University.

We are starting the F.Y.B.Sc. in Hospitality Studies from the academic year 2009-2010. I am giving below the information requested by you vide your letter No. Aff./Recog.-1/1992 of 2009 dated 18th March, 2009.

Name of the new college: SOPHIA – SMT. MANORAMA DEVI SOMANI COLLEGE
Address : SOPHIA – SMT. MANORAMA DEVI SOMANI COLLEGE
SOPHIA CAMPUS
BHULABHAI DESAI ROAD
MUMBAI 400 026
Telephone No. : (91) (22) 2351 3157 / (91) (22) 2351 4147
Fax No. : (91) (22) 2351 5596
Date on which the College has started : 8th June, 2009 (first day of the academic year 2009-2010)

For the new college we have already started admissions for FYBSc in Hospitality Studies as per the admission schedule circular No. Aff./Recog.1/Admission (2009-10)/183 of 2009 dated 1st June 2009.

Thanking you,



Yours sincerely,

(Dr. (Sr.) Anila Verghese)
Secretary

CONTINUATION OF AFFILIATION

D./English letter

University of Mumbai



AFFILIATION SECTION -
No. Aff./MCD/2014-15/ 2691
7th November, 2014

SOPHIA-SMT. MANORAMA DEVI SOMANI COLLEGE INWARD DATE. 7.11.14 SR.No. 397 SIGN. [Signature]
--

TO WHOM IT MAY CONCERN

This is to certify that Sophia Smt. Manorama Devi Somani College ,
Bhulabhai Desai Raod, Mumbai, is affiliated to the Mumbai University since 2009-
10 and recognized by the University Grant Commission and the following
degrees/courses/subjects is taught in the said college as per approval:

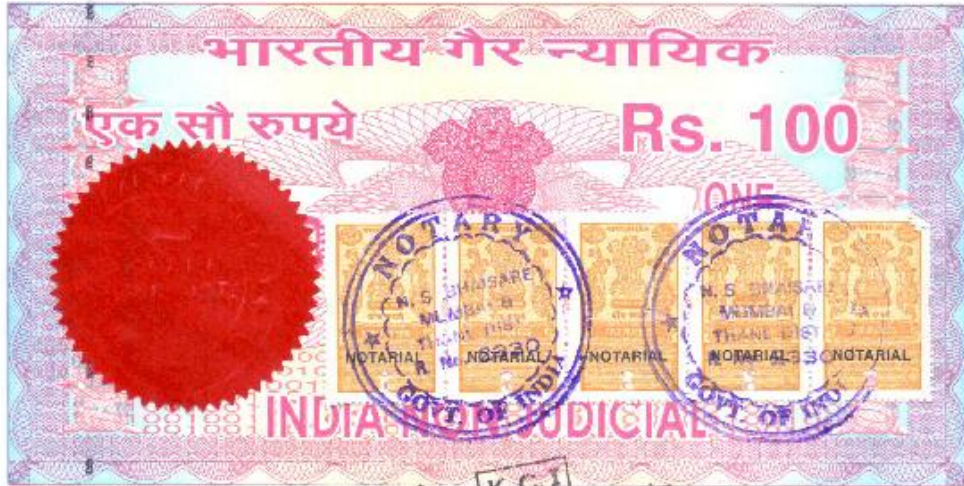
Degree/Courses	Subjects	Duration	Affiliation	Validity period
B.Sc. (Hospitality Studies)	-----	3 years	Temporary	From 2009-2010 to 2014-2015


(Dr. Rajpal Hande)
Director

Board of College and University Development

ANNEXURE – I B

**MOU WITH GARWARE
INSTITUTE**



महाराष्ट्र MAHARASHTRA

प्रधान मुद्रांक कार्यालय, मुंबई
मु. वि. क्र. ८००००१४
11 FEB 2014
संशोधन अधिकारी

डॉ. व. व. वदने

20 FEB 2014

K.C.I

महाराष्ट्र न्यायालय अन्तर्गत अतिरिक्त ऑफिसर
को. ऑफ. नैक. नि. संजय, मुंबई - ४०० ०३२.

एन. एस. भैसाहे
क्रमांक. 84

20 FEB 2014

KL 655484

प्रधान, प्रिन्सिपल
एन. एस. भैसाहे (सोफिया-संतोषी), मुंबई
SOPHIA-SMT. MANORAMA DEVI SOMANI COLLEGE
Sopha Campus,
सर्वश्री/ संतोषी/ भुवनेश्वरी/ देसाय रोड,
मोना न्यायस्तर मुद्रांक सं. ८००००१४
Bhunebhai Desai Road,
Mumbai-400 026.
विकला.

सुनील प्रिन्सिपल

MEMORANDUM OF UNDERSTANDING

(dated 21st February 2014)

between

UNIVERSITY OF MUMBAI'S
GARWARE INSTITUTE OF CAREER IN EDUCATION AND DEVELOPMENT

and

SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE
(run by the SOCIETY FOR THE HIGHER EDUCATION OF WOMEN IN INDIA)

This MoU is made at Mumbai on this the twenty-first day of February 2014 at Mumbai between UNIVERSITY OF MUMBAI'S GARWARE INSTITUTE OF CAREER IN EDUCATION AND DEVELOPMENT (hereafter called GICED), Vidyanagar, University of Mumbai, Kalina Campus, Santacruz (East), Mumbai 400 098 (which expression shall unless it be repugnant to the context or meaning thereof be deemed to mean and include its administrators, successors and assigns) of the One Part;

AND



SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE (a Christian Minority Institution run by the SOCIETY FOR THE HIGHER EDUCATION OF WOMEN IN INDIA), Bhulabhai Desai Road, Mumbai - 400 026. (Hereinafter called "SHEWI"), (which expression shall unless it be repugnant to the context or meaning thereof be deemed to mean and include its administrators, successors and assigns) of the Other Part;



WHEREAS: The SOCIAL COMMUNICATIONS MEDIA DEPARTMENT of SOPHIA SMT. MANORAMA DEVI SOMANI COLLEGE herein after called as SCMSophia is engaged in conducting education in the media sector. It has equipment required for shooting, editing, library, manpower required for training students for media careers. It has already been conducting a Post Graduate Diploma Course in this field for a number of years. The students passing out from this department have been working in the industry in good positions. The Department of Social Communications Media, which was until now a part of Sophia Shree B.K. Somani Memorial Polytechnic, is now a part of the Sophia Smt. Manorama Devi Somani College, which is an educational institution belonging to the Society for the Higher Education of Women in India (SHEWI). Sophia Smt. Manorama Devi Somani College is affiliated to the University of Mumbai

- (b) The UNIVERSITY OF MUMBAI in its 156th year of operation is a university under Government of Maharashtra. The University has its head office at Fort and an educational campus, Vidyasagar at Kalina Santacruz (East) Mumbai 40068. The University has established GARWARE INSTITUTE OF CAREER EDUCATION AND DEVELOPMENT and started various under-graduate Diploma Courses and Post Graduate Diploma Courses to train students to meet the demand of diverse industries.
- (c) The parties hereto have decided to collaborate in the field of training for the service sector in the media industry by providing a course for SOCIAL COMMUNICATIONS MEDIA.
- (d) The parties hereto have decided to set forth in writing the terms and conditions of the Agreement arrived at between themselves.

NOW THIS MEMORANDUM OF UNDERSTANDING WITNESSETH AND IT IS HEREBY AGREED BY AND BETWEEN THE PARTIES HERETO AS UNDER:-

1. GICED and SCM Sophia will technically collaborate to conduct a Post Graduate Diploma Course in SOCIAL COMMUNICATIONS MEDIA having a total course duration of one academic year (Class room study 416 hours + practical and field work 717 hours. Total: 1133 hours)
2. SCM Sophia will offer an integrated media curriculum and conduct media theory and practical work at its campus. It will be the responsibility of SCM Sophia to maintain teaching standards and content. SCMSophia of Sophia Smt. Manorama Devi Somani College would be designated as an outreach centre of GARWARE INSTITUTE OF CAREER EDUCATION AND DEVELOPMENT, and the course would be conducted and delivered by SCMSophia, under the aegis of GICED. All enrollments and payment of fees would be done at SCMSophia and the students would be required to purchase the inquiry forms from SCMSophia.
3. The course is open to male and female candidates. Reservation rules for student admission as applicable to a minority institution will be followed.
4. The theory classes and the practical work on subjects will be conducted by the qualified teaching staff and the trainers of SCMSophia conforming with accepted standards. The right to the appointment of staff (regular and visiting) vests with the management of SCMSophia.

5. SCMSophia will pay Rs.15,000/- towards Annual Affiliation fees to GICED per year valid for a period of 3 years.

6. The present charges are based upon the proposed tuition fees of Rs 85,000/- for the course. The total number of students admitted will be 40 for this course, with a possibility of taking 10 % extra students to provide for student drop-outs. The fees and amounts payable will be shared as under:



The tuition fees and other fees (examination, studio, library, annual study tour etc.) are given in the appendix. The total fees inclusive of the tuition fees of Rs. 85,000/- will be paid by the students who register for the Social Communications Course to Sophia Smt. Manorama Devi Somani College. Of the fees collected for this course by Sophia Smt. Manorama Devi Somani College, 10% of the tuition fees per student of the Social Communications Media Course will be paid to GICED as its share of the tuition fees by SCMSophia within three months after the fee collection procedure has been fully completed.

7. Certification will be provided to all successful students, by the University of Mumbai. SCMSophia will be free to give its own internal assessment certification to successful candidates.

8. The University will include in its syllabus and in suitable promotional material, information mentioning that the SOCIAL COMMUNICATIONS MEDIA COURSE is being conducted in collaboration with Social Communications Media Department (SCMSophia) of Sophia-Smt Manorama Devi Somani College. SCMSophia is also permitted to mention in its promotional literature, that SCMSophia of Sophia- Smt Manorama Devi Somani College is run jointly with the University of Mumbai's GICED.

9. This course as conducted in the past will continue to be called the Post Graduate Diploma in Social Communications Media.

10. SCM Sophia owns the curriculum and this course cannot be carried out by any other training institute. All the proprietary rights belong to and will continue to be the property of the parent trust of SCMSophia.

11. The activities and progress of the work will be reviewed periodically on a monthly basis and as and when required by the Principal of Sophia- Smt Manorama Devi College and the Director, GICED for suitable actions.

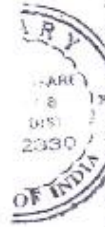
12. Duration of Memorandum of Understanding: The duration of the MOU shall be for a period of 3 years commencing from academic year 2014-15 to the end of the academic year 2016-17. This MOU is valid from date of execution by the parties. The parties shall be at liberty to renew by mutual consent the MOU for such further period as they may mutually agree upon.

13. This MOU may be amended by mutual Agreement between the parties and the said amendment shall be in writing.

14. This MOU may be terminated by either of the parties by giving written notice of termination to the other party of not less than ninety (90) days prior to the end of any academic year during the duration of the period of this MOU. It is made expressly clear that such termination shall take effect only at the end of an academic year and not during any academic year. However, both the parties agree that all continuing obligations to students, staff, funding bodies or other entities are met in full subsequent to the notice of termination. The termination of this MOU shall not affect the rights and obligations of either party regarding any binding offer or firm obligation approved and agreed by either party to the other.

5. SCMSophia will pay Rs.15,000/- towards Annual Affiliation fees to GICED per year valid for a period of 3 years.

6. The present charges are based upon the proposed tuition fees of Rs 85,000/- for the course. The total number of students admitted will be 40 for this course, with a possibility of taking 10 % extra students to provide for student drop-outs. The fees and amounts payable will be shared as under:



The tuition fees and other fees (examination, studio, library, annual study tour etc.) are given in the appendix. The total fees inclusive of the tuition fees of Rs. 85,000/- will be paid by the students who register for the Social Communications Course to Sophia Smt. Manorama Devi Somani College. Of the fees collected for this course by Sophia Smt. Manorama Devi Somani College, 10% of the tuition fees per student of the Social Communications Media Course will be paid to GICED as its share of the tuition fees by SCMSophia within three months after the fee collection procedure has been fully completed.

7. Certification will be provided to all successful students, by the University of Mumbai. SCMSophia will be free to give its own internal assessment certification to successful candidates.

8. The University will include in its syllabus and in suitable promotional material, information mentioning that the SOCIAL COMMUNICATIONS MEDIA COURSE is being conducted in collaboration with Social Communications Media Department (SCMSophia) of Sophia-Smt Manorama Devi Somani College. SCMSophia is also permitted to mention in its promotional literature, that SCMSophia of Sophia- Smt Manorama Devi Somani College is run jointly with the University of Mumbai's GICED.

9. This course as conducted in the past will continue to be called the Post Graduate Diploma in Social Communications Media.

10. SCM Sophia owns the curriculum and this course cannot be carried out by any other training institute. All the proprietary rights belong to and will continue to be the property of the parent trust of SCMSophia.

11. The activities and progress of the work will be reviewed periodically on a monthly basis and as and when required by the Principal of Sophia- Smt Manorama Devi College and the Director, GICED for suitable actions.

12. Duration of Memorandum of Understanding: The duration of the MOU shall be for a period of 3 years commencing from academic year 2014-15 to the end of the academic year 2016-17. This MOU is valid from date of execution by the parties. The parties shall be at liberty to renew by mutual consent the MOU for such further period as they may mutually agree upon.

13. This MOU may be amended by mutual Agreement between the parties and the said amendment shall be in writing.


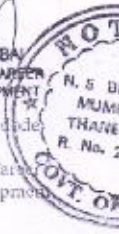
14. This MOU may be terminated by either of the parties by giving written notice of termination to the other party of not less than ninety (90) days prior to the end of any academic year during the duration of the period of this MOU. It is made expressly clear that such termination shall take effect only at the end of an academic year and not during any academic year. However, both the parties agree that all continuing obligations to students, staff, funding bodies or other entities are met in full subsequent to the notice of termination. The termination of this MOU shall not affect the rights and obligations of either party regarding any binding offer or firm obligation approved and agreed by either party to the other.

15. In the event of any dispute arising between the parties hereto it shall be the endeavor of both the parties to first make an attempt to resolve the disputes amicably by mutual discussion and deliberations, failing which the disputes shall be referred to Arbitration. The Arbitration shall be conducted as per the provisions of Arbitration and Conciliations Act, 1996. The Arbitral Tribunal shall consist of a Sole Arbitrator, to be appointed mutually by both the parties. The venue of Arbitration shall be Mumbai. The language of Arbitration shall be English. The award of the Tribunal shall be final and binding on the parties.



16. In the event of any proceedings being adopted by either of the parties hereto in regard to the terms and conditions of this MOU and the implementation thereof the Courts in Mumbai alone shall have jurisdiction.

IN WITNESS WHEREOF the parties hereto set and subscribed their hands and seal the day and year first hereinabove written.

<p><i>Verghese</i> PRINCIPAL SOPHIA-SMT. MANORAMA DEVI SOMANI COLLEGE Sophia Campus, Bhulabhai Desai Road, Mumbai-400 025.</p> <p>Dr (Sr.) Anila Verghese Principal Sophia Smt Manorama Devi Somani College</p> <p>And Trustee - Society for the Higher Education of Women in India</p> 	<p><i>R. B. Bhat</i> DIRECTOR UNIVERSITY OF MUMBAI GARWARE INSTITUTE OF CAREER EDUCATION AND DEVELOPMENT</p> <p>Prof (Dr) Rambhau Badade Director Garware Institute of Career Education and Development Kalina Campus</p> 
---	--

Witnessed by:

For SCMSophia of Sophia Smt. Manorama Devi Somani College

- Vidita Rakshit*
1. Dr. (Mis.) Vidita Rakshit
Former Principal
Sophia Smt. Manorama Devi Somani College
- Sanitha Chitrapu*
2. Dr. Sanitha Chitrapu
Head of Department
Sophia Institute of Social Communications
Media

Witnessed by:

For Garware Institute of Career Education and Development

- Shilpa Borkar*
1. Mrs. Shilpa Borkar
Assistant Director
Garware Institute of Career Education and Development
- Nirmita Gupta*
2. Ms Nirmita Gupta
Course Co-ordinator
Sophia Institute of Social Communications
Media

BEFORE ME
N. S. Bhavsare
N. S. BHAVSARE
NOTARY
MUMBAI & THANE DIST.
24 FEB 2014

ANNEXURE - II

MINORITY CERTIFICATE

महाराष्ट्र शासन
सक्षम प्राधिकारी तथा प्रधान सचिव
अल्पसंख्याक विकास विभाग,
मंत्रालय, मुंबई - ४०० ०३२.

क्रमांक: अशौस-२००८/४०७/प्र.क्र.२२३/२००८/का.१,

दिनांक :- ४ ऑक्टोबर, २००८.

अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र

सोसायटी फॉर हायर एज्युकेशन ऑफ वूमन इन इंडिया, मुंबई या शैक्षणिक संस्थेने त्यांच्या संस्थेस धार्मिक अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळवण्यासाठी दि.२१.०१.२००८ रोजी अर्ज सादर केला होता. दि.०१.१०.२००८ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकाऱ्यांनी केलेल्या सादरीकरणाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र. अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या धार्मिक (डिग्रेशन) अल्पसंख्याकामधील व्यक्तीकडून अथवा व्यक्तीच्या समुदायाकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही धार्मिक (डिग्रेशन) अल्पसंख्याक शैक्षणिक संस्था असल्याचे याद्वारे घोषित करण्यात येत आहे.

हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लागू राहिल.

उपरोल्लेखित शैक्षणिक संस्थेत याद्वारे प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २००८-०९ पासून विधिग्राह्य असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र. अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकष व अटीची सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहिल.



टी. एफ. धकेकरा
(टी. एफ. धकेकरा)
सक्षम प्राधिकारी तथा प्रधान सचिव
अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन
मंत्रालय, मुंबई - ४०० ०३२.

ATTESTED TRUE COPY



TRANSLATION OF MINORITY CERTIFICATE

ANNEXURE - II

Maharashtra State
The Competent Authority & Secretary General
Minority Development Department
Mantralaya, Mumbai – 400 032

No. Ashaisan-2008/407/pr.a.kra.223/2008/ka-1

date 4th October 2008

CERTIFICATE OF MINORITY STATUS

The Society for the Higher Education of Women in India, Mumbai, an educational Trust (*Samstha*) had submitted their application dated 21.01.2008 for obtaining the Certificate of Religious Minority Educational status. On 1.10.2008 during a hearing between me and the Trust, the Officials of the Trust have submitted all the relevant documents related to minority status in front of me, which are found correct and fulfilling the conditions of the Minority Development Department Government Resolution No. Ashaishan-2008/pr.a.kra.133/2008/ka.1 dated 4th July, 2008 that the said Trust is a Religious (Christian) Minority Educational Trust.

This certificate is eligible only in Maharashtra State. This minority status is applicable to all the educational branches run by the Trust.

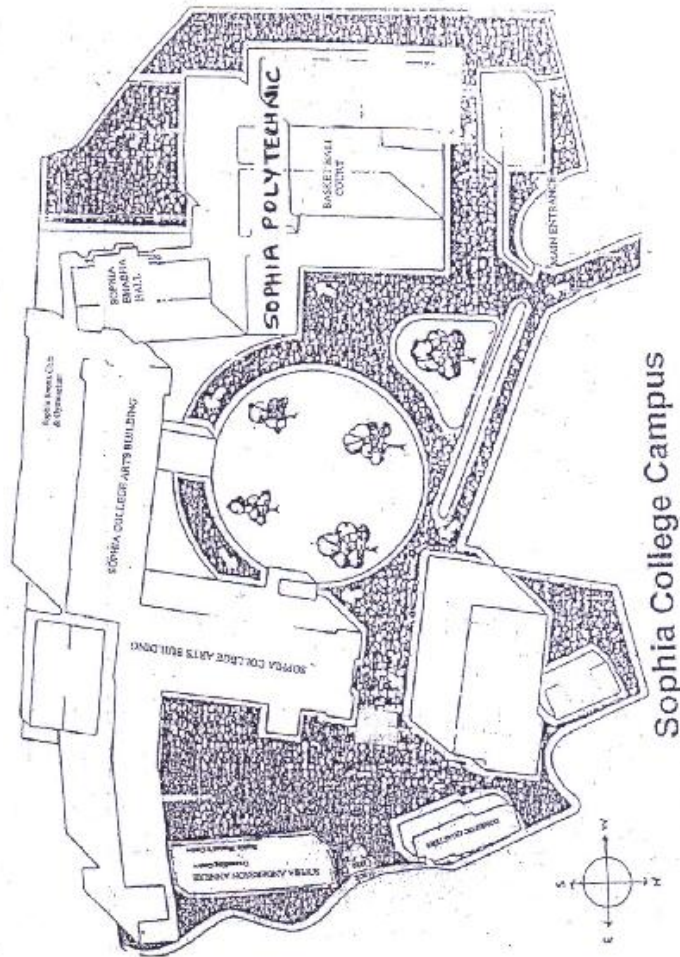
Religious Minority status will be applicable from 2008-09 onwards to the Trust. The Trust will have to strictly abide by all the criteria and conditions mentioned in the Minority Development Department Government Resolution No. Ashaishan-2008/pr.a.kra.133/2008/ka.1 dated 4th July, 2008.

(T. F. Thekera)
Competent Authority & Secretary General
Minority Development Department, M.S.,
Mantralaya, Mumbai – 400 032

ANNEXURE – III

MASTER PLAN OF CAMPUS

ANNEXURE - III



Sophia College Campus

ANNEXURE IV

PERSPECTIVE PLAN OF THE INSTITUTION – 2013-2018

The following plans for the growth and development of our institution were drawn up:

- I. TRYING TO GET AFFILIATION FOR THE SCM COURSE WITH THE UNIVERSITY OF MUMBAI
 - The contact has already been made with the University of Mumbai's autonomous Garware Institute of Career in Education and Development. We should pursue this further and, after checking the terms and conditions etc. and provided these are found suitable, we should enter into a formal MoU with the Garware Institute so as to bring SCM under the University of Mumbai via the Garware Institute.

- II. UPGRADING / IMPROVING THE INFRASTRUCTURE
 1. Repair and painting of the exterior of the Sophia Polytechnic Building (on all sides)
 2. Painting of interior spaces, i.e. the common areas
 3. Renovation and painting of the rooms and laboratories used by the HAFT Department
 - The Bakery
 - The Kitchens
 - Storeroom
 - Piccolo and Piccolo Too (the training restaurants)
 - The classrooms
 4. Renovation and painting of the facilities of the SCM Department
 - The office-cum-department room
 - Broadcast studio
 - Etc.
 5. Painting and renovation of the computer laboratory
 6. Repair / renovation or replacement of furniture in all of the above

- III. UPGRADING EQUIPMENT
 - Of the computer laboratory with the purchase of new computers and the purchase and installation of the latest versions of software necessary
 - Of the HAFT Department: latest international model ovens to be installed in the Bakery; other equipment required for the bakery such as a dough sheeter, new planetary mixers etc.; a new oven for the IC kitchen as well as a new deep freeze etc.

- Of SCM – especially the installation of the latest equipment for the new Broadcast studio

IV. INTRODUCING NEW COURSES IF POSSIBLE

1. Explore the possibility of introducing BFA (Applied Art)
2. Explore the possibility of introducing a short term course in Food Production
3. Special Workshops for Media teachers in the following areas: a) Media Ethics and b) Social Issues in the Media

V. STRENGTHENING STUDENT AID

1. By building up the corpus for Student Aid (the interest of which would be used for giving financial aid to needy students)
2. By contacting Charitable Trusts and Foundations which provide scholarships for needy students or donations for the same.

VI. REVAMPING OF SYLLABI WHEREVER IT IS POSSIBLE or STRENGTHENING THE SYLLABI WHICH CANNOT BE CHANGED

1. Of the SCM course
2. Of the Full-time Course in Craftsmanship in Bakery and Patisserie
3. Of the short-term courses of Dynamics in Bakery and Patisserie
4. Of strengthening the syllabus of BSc Hospitality Studies by offering the students additional skills (more than what is specified in the University drawn up syllabi), e.g. in Event Management and in Bakery.

VII. FOSTERING GREATER VISIBILITY FOR OUR INSTITUTION AND ITS COURSES

- By revamping the website
- By regular updates being posted on the website
- By using the social networking media for publicising our programmes

VIII. INTRODUCING MIS

IX. EXPLORING THE POSSIBILITIES FOR GREATER LINKAGES AND COLLABORATION AT THE CITY, NATIONAL AND INTERNATIONAL LEVELS

- Our linkages with industry to be further strengthened
- Exploring possibilities with other institutions offering similar or complementary courses.

Date: 25th November 2013

(Dr. (Sr.) Anila Verghese)
Director / Principal

ANNEXURE V

DISTINGHISHED EX-STUDENTS

A. HAFT DEPARTMENT

No	Name	Designation
1	Chef Paul Kinny	Director Culinary Services – Palladium Group, Mumbai
2	Chef Kaizad Patel	Proprietor – Patel Caterers, Mumbai
3	Chef Moshe Shek	Chef & Proprietor Moshe chain of restaurants, Mumbai, Delhi and Pune
4	Chef Mozzane Karbhari	Pastry Chef – ITC Grand Central Mumbai
5	Chef Parimal Sawant	Executive Chef, The Fern Hotels, Powai, Mumbai
6	Mr. Hoshang Yazdegardi	Proprietor Café Mondegar – Colaba, Mumbai
7	Mr. Satyen Dasondi	Sales Director – Griffith Laboratories, Bangalore
8	Chef Saddiq Khan	Sr. Sous Chef – The Taj Palace & Towers, Mumbai
9	Chef Shailendra Sood	Sr. Sous Chef – The Taj Palace & Towers, Mumbai
10	Mr. Jason Ling	Proprietor Lings Pavillion, Mumbai & Delhi
11	Ms Pinky & Aseem Dikshit	Proprietor Soam Restaurant, Mumbai
12	Mr. Abhishek Honawar	Proprietor Woodside In Restaurant , Mumbai
13	Mr. Manish Khanna	Brownie Point- Bakery & Confectionery, Mumbai
14	Mr. Deon Correa	Director HR - Carnival Cruises, Miami – Florida-U.S.A.
15	Ms. Delna Karbhari	Head Concierge - The Oberoi, Mumbai
16	Ms. Tushnamaiti Chaina	Sr. Concierge, The Oberoi, Mumbai
17	Mr . Parvez Shaikh	F&B Manager- Hotel Marine Plaza, Mumbai
18	Mr Zubin Todiwala	Front Office Manager – Sofitel, Mumbai
19	Mr. Sharom Oshtori	F&B Director, Sofitel, Mumbai
20	Mr. Colin lobo	Restaurant Manager – Sofitel, Mumbai

21	Mr. Ravi Rawlani	Sales Manager, The Taj Mahal Palace & Towers, Mumbai
22	Chef Nitin Kshirsagar	Junior Sous Chef – The Taj Mahal Palace & Towers, Mumbai
23	Ms Persis Irani	Proprietor Deli Fresh Bakery & Confectionery, Mumbai
24	Ms Zehra Masood	Asst Manager Materials - The Grand Hyatt, Dubai
25	Ms Riddhi Thakkar	Duty Manager - Front Office , The Grand Hyatt , Mumbai
26	Mr Dinshah Anklesvaria	Assistant Manager H.R. Executive - Taj SATS, Mumbai
27	Chef Preeteesh Wagh	Executive Chef, Taj Nashik.
28	Chef Savio Fernandes	Pastry Chef - J.W. Marriott, Mumbai
29	Mr. Nainshad Batliwala	F&B Manager Carnival Cruises, Mumbai
30	Mr. Brian Miranda	Manager - Front Office - The Taj Mahal Palace & Towers, Mumbai
31	Chef Gaurav Malhotra	Executive Sous Chef – Sofitel, Macau
32	Mr. Glen Menezes	Concierge The Taj Mahal Palace & Towers
33	Mr Rahul Kulkarni	Executive Chef – Global Kitchen, Mumbai
34	Chef Dolphy Lobo	Chef de Cuisine - Taj Marrakesh, Morocco
35	Mr Parvinder Singh	Proprietor Mini Punjab Catering, Mumbai
36	Mr Harmeet Singh	Proprietor Mini Punjab Catering, Mumbai
37	Mr. Anand Nair	Director of Catering Sales, Taj Mahal Palace & Towers, Mumbai
38	Chef Naina Nanji	Sr. Kitchen Executive - The Oberoi, Mumbai
39	Mr. Prasad Palav	Asst Manager H.R & Admin Hotel Roa, Mumbai
40	Mr. Simranjit Singh Ghura	Proprietor Hotel Roa Ghatkopar, Mumbai
41	Mr Jaikishan Raithatha	Business Development Manager – Go Air, Mumbai
42	Ms Marina Rana	Cabin Crew Emirates, Dubai
43	Ms Humera Tinwala	Reservations Manager - The Hyatt Regency, Mumbai
44	Chef Dheeraj Verma	Chef & Co-Owner, Cilantro Restro, Mumbai
45	Ms.Elisha Makhni	Owner – Boulangerie – The bread lounge, Mumbai
46	Mr.Zyros Zend	Proprietor - Yazdani Bakery and

		Zyra's Fortune cookies, Mumbai
47	Chef Divyesh Yadneshwar	Pastry chef Taj - Falaknuma Palace, Hyderabad
48	Ms. Daphi Manroi Warjri	Chef and Proprietor – Daphis, Shillong
49	Mr. Stefan Menezes	Proprietor – Cocoaroma –Premium Chocolate, Mumbai
50	Mr. Cyrus Dotiwala	Proprietor – Dotiwala Bakery, Surat
51	Mr. Aliasgar Sevwala	Crown Foods and Mala Jam Factory and Guest House, Panchgani
52	Mr. Ravi Purohit	Proprietor – Purohit Hotel, Lonavala
53	Mr. Hooshang Bharucha	Proprietor – Horseland hotel, Matheran
54	Chef Ryan D'souza	Sous Chef – Emirates Flight Catering Dubai
55	Chef James Olivera	Senior Culinarian – Morde Chocolates, Mumbai
56	Mr. Adrian Pinto	Senior Manager wines – Pernod Ricard - India
57	Mr. Savio Pinto	Restaurant manager – Irish House, Mumbai
58	Mr. Trishal Rao	Director – Sales and Marketing – Hotel Oakwood - Pune
59	Mr. Mehdi D.	Proprietor – City bakery Worli, Mumbai
60	Mr. Alan Prashant Machado	Revenue Manager – Hotel Intercontinental – Marine Drive, Mumbai
61	Chef Puneet Arora	Executive Chef, Emirates Air Catering, Dubai
62	Mr. Mohit Vichare	Assistant F and B Manager – Taj Mahal Palace and towers, Mumbai
63	Chef Alafiya Galabhai	Chef de Partie – Westin Hotel, Mumbai
64	Mr. Sumitraj Gabhir	Gambhir Caterers
65	Mr. Ivan Carvalho	Proprietor – American Express bakery
66	Mr. Alwyn Lobo	Sous Chef – Sofitel Macau
67	Mr. Farzan Jijina	Senior Front office Manager – P and O Cruises
68	Mr. Naveenkumar Kacherla	Vice President – Graviss Hospitality, Mumbai
69	Ms. Aditi Limaye	Proprietor – Home Chef. Mumbai
70	Mr. Tejas Buch	Senior Manager marketing – Thomas Cook , Mumbai
71	Mr. Ryan Gracious	Sales and Marketing Manager

B. SCM DEPARTMENT

List of distinguished ex-students of SCM		
No	Name	Designation
1	Paromita Vohra	Award-winning scriptwriter and documentary film-maker of Unlimited Girls, Partners in Crime, Morality TV And The Loving Jihad: A Thrilling Tale
2	Minnie Vaid	Award-winning documentary film maker
3	Surabhi Sharma	Award-winning documentary film maker
4	Richa Chadda	Award-winning film actor. Hindi Cinema including Gangs of Wasseypur, Oye Lucky! Lucky Oye!
5	Dionne Bunsha	Award-winning journalist and author
6	Paroma Mukherjee	Award-winning photographer. Blouin Artinfo Dailies India
7	Ruchi Narain	Film Director
8	Nupur Asthana	Film Director. Directed Bewakoofiyaa for Yashraj Films
9	Reema Kagti	Film Director. Directed Honeymoon Travels and Talaash. Scripted Zindagi Na Milegi Dobara
10	Leena Yadav	Film Director. Directed Shabd, Teen Patti
11	Jabeen Merchant	Film editor, NH 10
12	Deepa Bhatia	Film Editor. Edited My Name is Khan, Taare Zameen Par. Editor and Co-producer of Stanley ka Dabba.
13	PS Bharti	Film Editor. Edited Rang De Basanti
14	Anubha Bhonsle	Anchor, CNN-IBN
15	Anahita Mukherji	Assistant Editor, Times of India
16	Kanika Myer	Ad-Film Director and Editor, Partner Bharatbala Productions
17	Mitali Kakkar	Ad-film maker
18	Radhika Gulati	Associate Director at Concern India Foundation
19	Tula Goenka	Associate Professor at Syracuse University, S.I. Newhouse School Of Public Communication, Television-Radio-Film Department.
20	Kanika Vasudeva	Associate VP - International Distribution and Sales at Fox Star Studios India
21	Vrushali Telang	Author of "Can't Die For Size Zero" and "He Loves Me Not"
22	Anita Rau Badami	Author of four best selling novels including Tamarind Mem
23	Nandini Shrikent	Casting director
24	Seher Latif	Casting Director

25	Sonora Jha	Chair of the Department of Communication at Seattle University, Author
26	Ketki Angre	Chief Correspondent, NDTV
27	Yashashri Soman	Chief of Staff (Delhi) and Aide to Dr. Shashi Tharoor
28	Chatura Rao	Childrens' books author
29	Lubaina Bandukwala	Childrens' books author
30	Anagha Rajadhyaksha	Co-Founder, PING Network (PING Digital Broadcast Pvt Ltd)
31	Priyanka Londhe	Consultant for research and communications in the social sector
32	Anushka Shivdasani Roven	Corporate and ad-film director
33	Mithila Phadke	Correspondent, Times of India
34	Shagun Luthra	Creative director of television shows
35	Vidhu Aul	Deputy Director for Corporate Community Investment from the National Volunteer & Philanthropy Centre (NVPC)
36	Ophira Samuel	Director - Corporate Affairs, South Asia & Indochina, Cadbury Kraft Foods
37	Saritha Thomas	Director, People's Power Collective (Community Radio in Uttarakhand)
38	Monica Wahi	Director, Southasian Children's Cinema Forum
39	Payal Kapadia	Documentary film maker
40	Nandini Rajwade	Documentary producer, Smile Pinki
41	Smita Menon	Editor, Brown Paper Bag
42	Deeba Syed	Education Management Professional, Canada
43	Sophie V Sivaraman	Executive Director at Indian Documentary Foundation
44	Pria Somaiah	Executive Director, Miditech Productions
45	Radha Misra	Faculty, SNDT Women's University
46	Lata Murugan	Faculty, Mindscreen Institute
47	Hansa Thapliyal	Faculty, Srishti Institute
48	Jayati Vora	Features editor, Al Jazeera America
49	Mandira Bedi	Film actor
50	Manisha Kelkar	Film actor, Marathi Cinema
51	Rasika Duggal	Film actor. Hindi Art Cinema including Qissa
52	Amrita Puri	Film actor. Hindi cinema including Aisha and Kai Po Che!.
53	Priya Bapat	Film actor. Marathi Cinema including Munna Bhai M.B.B.S, Lage Raho

		Munnabhai, Mi Shivajiraje Bhosale Boltoy, Kaksparsh
54	Shubhra Gupta	Film Critic, Indian Express
55	Sukhada Tatke	Former correspondent, The Hindu
56	Smruti Koppikar	Former Editor (Special Projects), Hindustan Times
57	Gauri Vij	Former editor, Time Out Magazine
58	Vaishnavi Chandrashekhkar	Former editor, Time Out Magazine
59	Priyanka Kakodkar	Former Mumbai Bureau Chief, NDTV
60	Kalpana Rao	Former President, Ad Club, Mumbai
61	Anuradha Sengupta	Former Features Editor and Anchor, CNBC-TV18
62	Priya Srinivasan	Founder and Director, The Pomegranate Workshop
63	Suparna Gupta	Founder, Aangan Trust
64	Meeta Bajaj	Founder, Coffee Communications
65	Anupama Mandloi	Head of Content, Fremantle Media India
66	Swati Dandekar	Head of Dept, Srishti School of Art & Design
67	Dilshad Master	Head of Operations and Business Development at Mercury Himalayan Explorations and Co-Founder Farinto.com
68	Nandini Ramnath	Journalist, Mint
69	Karishma Tandan	Manager – Administration & Finance at Abhikar Infomedia Inc., Canada
70	Alka Khandelwal	Market researcher, former Head of Brand Solutions, Radio Mirchi
71	Kulsum Merchant	Marketing Director, QS Advisory, UK
72	Sonia Srinivasan	Media Manager and Research Associate at PUKAR- Partners for Urban Knowledge, Action and Research
73	Tinaz Nooshian	National Features Editor at Mumbai Mirror
74	Madhavi Mutatkar	Owner, IMPACT VISION
75	Rupali Kadyan	Partner, Contiloe Films. Producer of The Great Indian Comedy Show
76	Natasha Hemrajani	Photographer,
77	Meeta Ahlawat	Photographer, Down to Earth
78	Sweta Ramanujan	Principal Correspondent at HT Media Limited, UAE
79	Malishka Mendonca	Radio Jockey, Red FM

80	Ayesha Huda	Regional Brand Manager, South Asia, Surf Excel at Hindustan Unilever Ltd
81	Sameera Khan	Researcher. Co-author of “Why Loiter. Co-editor of Missing Half the Story”
82	Maya Mirchandani	Senior Correspondent, NDTV
83	Simone Patrick	Senior Creative Director with J. Walter Thompson
84	Rohini Ramanathan	Singapore - Radio Presenter/Program Manager at Masti FM
85	Sarah Jacob	Special Correspondent at NDTV
86	Rithika Rajachandran	Supervising Producer, Content and Production, BBC Worldwide
87	Bhakti Patwardhan	VFX Specialist.Production Manager, Industrial Light & Magic(ILM),Singapore
88	Zulfia Waris	Vice President at STAR Plus
89	Anuja Byotra Aggarwal	Founder, secondsguru.com, Singapore
90	Suravi Pradhan	Senior Business Partner at BBH India

ANNEXURE VI

**DOCUMENTARIES, BROADCAST FEATURE ETC. PREPARED
BY SCM STUDENTS (2011-2015)**

No	Project type	Project title	Theme
2014-2015			
1	Documentary	AmaroSamay	Senior Citizens
2	Documentary	Chhabi	Gender Boundaries
3	Documentary	Mishri	Special Children
4	Broadcast Journalism Feature	Modern Tradition	OKHAI an example of CSR keeping traditional crafts alive
5	Broadcast Journalism Feature	Saving Bandhni	Will the GI Tag be able to save the traditional craft of Bandhni
6	Broadcast Journalism Feature	A Tippler's Paradise	Why Diu is popular with Gujarati visitors
7	Broadcast Journalism Feature	Bachaav Tarbhoomika Ka	Eco-tourism of Wetlands in Gujarat
8	Broadcast Journalism Feature	Make in India	Jamnagar's Brass industry
9	Broadcast Journalism Feature	A Royal Opinion	'Ba Saheb' of Jamnagar (Navanagar) about the statue of Sardar Patel
10	Broadcast Journalism Feature	A Dream to Educate	The continuing struggle of people from Mumbai's slums to avail of provisions of the RTE Act
11	Broadcast Journalism Feature	Against all Odds	Girl children of sex workers progress

			through education
12	Broadcast Journalism Feature	Education with a Kick	The Oscar Foundation is using football to combat the drop-out rate
13	Broadcast Journalism Feature	Kicking Boundaries	Football is helping young girls in Mumbra to break barriers
14	Broadcast Journalism Feature	Mantri Mandal	A 'Parliament' of the children in the slums of Western Mumbai
15	Broadcast Journalism Feature	Vanchit	Menstrual hygiene in Mumbai slums
16	Social Awareness Campaign	Pause, Look Up	Dangers of headphone use while on the street
17	Social Awareness Campaign	Take That Call	Cellphone etiquette
18	Social Awareness Campaign	Use Antibiotics	Correct use of antibiotics
19	Communications Research Project	A survey of career planning among TYBMM students	
20	Communications Research Project	A survey of young media professionals	
21	Communications Research Project	A survey of career planning among TY students	
22	Radio Spot	Alcoholics Saviours	Ending alcoholism
23	Radio Spot	Waste Disposal	Waste Disposal

24	Radio Spot	Train travel etiquette	Train travel etiquette
25	Photography Exhibition	Gujarat Study Tour	Gujarat
26	Photography Exhibition	Hands	Labour in Mumbai
27	Book	Lives of Women - 2	Long form journalism about the lives of Meera Devidayal, C S Lakshmi and Flavia Agnes
28	Magazine	Marginalia	Student magazine
29	Specialization	Brickmaker: Sunita Bhui	Female brickmaker
30	Specialization	Pravasi (Traveller)	Female migrant construction workers
31	Specialization	Aarey Colony	Aarey Colony
32	Specialization	Sanjay Gandhi National Park	Sanjay Gandhi National Park
33	Specialization	Mount Mary	Mount Mary
<p>Awards won: ‘Chhabi’ (Image) selected for screening at the 6th Kashish Mumbai International Queer Film Festival ‘Chhabi’ has also won the best film award in the 12-25 minutes category in Expression 2015 Film Festival, Allahabad</p>			
2013-2014			
1	Documentary	Entry Free	Shivaji Park as a public space
2	Documentary	N Se School	Night school

			students
3	Documentary	What's not to love about love?	Women's use of public spaces
4	Documentary	Breathe My Space	Survivors of Multiple sclerosis
5	Broadcast Journalism Feature	Dharavi Rocks	Underprivileged children's band
6	Broadcast Journalism Feature	Sar Par Dher, RozgarkaPher	Women firewood collectors
7	Broadcast Journalism Feature	Dharavi: The Dilemma of Family Businesses	Child labour in small family businesses
8	Broadcast Journalism Feature	Irony of Rural Progress	Free Laptop Distribution Scheme
9	Broadcast Journalism Feature	Shivkaliya, Hand-pump Mechanic	Dali women hand-pump mechanic
10	Broadcast Journalism Feature	Breaking Barriers	Underprivileged adolescent girls from Nagpada play basketball
11	Broadcast Journalism Feature	Mithi - The River That Was	Mithi River
12	Broadcast Journalism Feature	Living with Mithi	Mithi River
13	Broadcast Journalism Feature	Demolished Homes: Conjoint Spirits	the plight of slum dwellers whose homes have been demolished
14	Broadcast Journalism Feature	Who Lives if Mithi Dies?	Mithi River
15	Broadcast Journalism Feature	A Choked River	Mithi River
16	Broadcast Journalism Feature	Apni Rasoi	Underprivileged women's catering company
17	Broadcast Journalism Feature	Once upon a Temple	Leisure home of Peshwa kings

18	Broadcast Journalism Feature	The Dammed Village	Dam displaced people
19	Broadcast Journalism Feature	Sati: A Dead Tradition?	Faith is used to grant sanctity to a practice which is banned by law
20	Broadcast Journalism Feature	A Plateful of Happiness	Primary education in Chitrakoot, UP
21	Broadcast Journalism Feature	Tiatr	Konkani theatre in Mumbai
22	Social Awareness Campaign	Heroes for Caracals	Saving the endangered caracal species
23	Social Awareness Campaign	Break the Closets	Fighting homophobia
24	Social Awareness Campaign	Help us Help You	Helpline for depressed (used by TISS)
25	Social Awareness Campaign	Wo De Ke Dekho	Sanitary napkin donation
26	Communications Research Project	Knights in Shining India: Portrayal of Men in Indian Chick Lit	
27	Communications Research Project	Cyber Loudspeaker: Facebook campaigns for the 2014 Indian Election	
28	Communications Research Project	Beyond Kamasutra: Deconstructing sex advice columns in indian newspapers	
29	Communications Research Project	E-Shopping: Exploring Consumer Motivations	

30	Communications Research Project	Lights, Camera, Mobile: A study of the portrayal of mobile phones in Hindi films	
31	Communications Research Project	Surfing, Listening, Reading, Watching: A survey of news use among college students	
32	Communications Research Project	Heinous Crime: A Content Analysis on the Rape Coverage in Indian Newspapers	
33	Communications Research Project	Lips, heart, cheeks, eyes: A content analysis of the portrayal of women in Hindi Love songs.	
34	Radio Spot		
35	Radio Spot		
36	Radio Spot		
37	Radio Spot		
38	Photography Exhibition	Tour in UP and MP	
39	Post card set	Theatre in Mumbai	
40	Book	Lives of the Women: 1 (On stage/Off stage)	Long form journalism about the lives of Shanta Gokhale, Dolly Thakore, Jhelum Paranjape and Nadira Babbar
41	Magazine	Marginalia	
<p>2014 "Riyad Wadia Award" for best emerging filmmaker conferred on our student Sharon Flynn for 'Identity' at the KASHISH – MUMBAI INTERNATIONAL QUEER FILM FESTIVAL 2014. 2014 Second Runner-Up for Best Magazine among Educational Institutions</p>			

at the ICE Awards 2014 were conferred on our student magazine, Marginalia 2014

2014 IAMCR Annual Conference: 2 student papers invited for presentation of ‘Knights and Beyond Kamasutra’

2012-2013

1	Documentary	Streeyansathi	Public toilets for women
2	Documentary	I'dentity	Adapting to a new gender
3	Documentary	The Spirit of Women	Women and alcohol
4	Documentary	Parenting Solo	Challenges faced by single parents
5	Broadcast Journalism Feature	The Zero Mile Story	
6	Broadcast Journalism Feature	The Eateries of Fort	
7	Broadcast Journalism Feature	The Fort Markets: Demand and Supply	
8	Broadcast Journalism Feature	Ballard Estate	
9	Social Awareness Campaign	Fight TB	Importance of DOTS, site specific advtg for M-Ward residents (comissioned by BMC)
10	Social Awareness Campaign	Half Protection Is No Protection	Importance of completing immunisation programs (comissioned by BMC)
11	Social Awareness Campaign	‘Diabetes’ – Won’t Die with ease’	Dangers of diabetes for women (comissioned by BMC)

12	Social Awareness Campaign	Vector Disease Preparedness	Preventing mosquito breeding at homes (comissioned by BMC)
13	Communications Research Project	A survey of the viewing habits of English language television shows of young adults in Mumbai	
14	Communications Research Project	Oral histories of senior citizens: Media workers and audiences	
15	Communications Research Project	Rural media use and nutrition	
16	Communications Research Project	A survey of brand awareness in rural areas: Kutch	
17	Radio Spot	Alcoholism	
18	Radio Spot	Fight sexual harassment	
19	Radio Spot	Lesbian rights	
20	Radio Spot	Anorexia	
21	Photography Exhibition	Tour to Kutch	
22	Magazine	Marginalia	
<p>2013 Silver Award for the Best Overall Magazine and the Award for the Most Creative Name, at ICE Awards 2013 were conferred on our student magazine, Marginalia 2013</p> <p>2011-2012</p>			
1	Documentary	Not Just an Address	KhotachiWadi
2	Documentary	MankulemGoem	Goan migrants in Mumbai
3	Documentary	Beyond Reflections	Vitiligo in women

4	Documentary	Paratle Kinnaryavar	Koli community in Mumbai
5	Broadcast Journalism Feature	Now Women Fight Fire	Mumbai's first women fire fighters
6	Broadcast Journalism Feature	Women behind the camera	
7	Broadcast Journalism Feature	Women Bartenders	
8	Broadcast Journalism Feature		
9	Social Awareness Campaign	First Step to Aid	First Aid (comissioned by Jaslok Hospital)
10	Social Awareness Campaign	Bajaate Bajaate Baj Gayi	Dangers of headphone overuse
11	Social Awareness Campaign	Sex Educate Your Child	On the need for sex education for children
12	Social Awareness Campaign	Children with Special Needs	Recognising autism
13	Communications Research Project		
14	Communications Research Project		
15	Communications Research Project		
16	Communications Research Project		
17	Radio Spot		
18	Radio Spot		
19	Radio Spot		
20	Radio Spot		
21	Photography Exhibition	Tour to Madhya Pradesh	
22	Magazine	Gully	

ANNEXURE VII

DETAILS OF THE RESEARCH WORK OF DR. (SR.) ANILA VERGHESE

Dr. (Sr.) Anila Verghese is a historian whose work is recognized both at the national and international levels. Her area of expertise is on Vijayanagara City and Empire and the post-Vijayanagara period, with special emphasis on religion, art and architecture.

From 1985 mainly up to 2001 her work was focused on Hampi (the site of Vijayanagara City, the eponymous capital of the medieval Vijayanagara Empire). From 1985 to 2001 she was in collaboration with the "Vijayanagara Research Project" headed by the international scholars Dr. John M.Fritz (archaeologist) and Dr. George Michell (architectural historian). Since 2001 she has been working on the wider area of the Vijayanagara Empire and also its successor states. Her on-going historical research, using primarily archaeological data, has resulted in a number of publications, of both books and papers. There are also current research projects on hand.

AWARD RECEIVED BY DR. (SR.) ANILA VERGHESE FOR RESEARCH WORK

The Silver Medal of the Asiatic Society of Mumbai, at the hands of His Excellency, Shri S.M.Krishna, Governor of Maharashtra, on February 12, 2007. The Citation that was given with the medal stated the reason for the award as follows: "The Silver Medal of the Society is being awarded to Dr. Anila Verghese, who is a Life Member of the Society, in recognition of her distinguished services in Oriental Research in the field of Medieval Indian Historical Studies attested by her publications, calculated to further the objects of the Asiatic Society of Mumbai."

OTHER AWARDS

1. 'Rev. Fr. T.A.Mathias Award for Innovative College Principal for the year 2002' was conferred by AIACHE (the All India Association of Christian Higher Education), the apex body representing all the Christian Colleges of the Country, in June 2002. This was awarded to her while she was Principal of Sophia College for Women, Mumbai.

The AIACHE citation reads as follows: "This prestigious national award is a mark of AIACHE's recognition of Dr. (Sr.) Anila Verghese's educational leadership, devotion to academic excellence, participation in the introduction of educational innovations, concern for the integrated development of students and commitment to high standards of professional ethics".

2. 'The Best Teacher Award' of the University of Mumbai. This was received by her on August 15, 2005, at the hands of the Hon. Vice-Chancellor, Dr. Vijay Khole.

RESEARCH GUIDANCE

Dr. (Sr.) Anila Verghese is a Research Guide in History of the University of Mumbai, registered through the Heras Institute of Indian History and Culture, St. Xavier's College. The following completed the PhD degree in History in 2010 under her guidance:

- Mrs. Purnima Srikrishna; topic of her thesis 'Vidyashankara Temple, Sringeri: A Cultural History'.

The following are working towards a PhD in History under her guidance:

- Mrs. Rashna Poncha on 'Development of Frere Town, Bombay (1862-1947)
- Ms Lata Pujari on 'Women at Vijayanagara (1336-1565)'

RESEARCH PUBLICATIONS :

A. Books Authored / Co-authored:

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

Dallapiccola, Anna and Verghese, Anila, *Sculpture at Vijayanagara: Iconography and Style*. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 1998.

Verghese, Anila, *Archaeology, Art and Religion: New Perspectives on Vijayanagara*. New Delhi: Oxford University Press, 2000.

Verghese, Anila, *Monumental Legacy: Hampi*. New Delhi: Oxford University Press, 2001.

Verghese, Anila, *Urdhva Mula: Society of the Sacred Heart in India (1939-2014)*. Mumbai: Society of the Sacred Heart of Jesus, Indian Province, 2014.

Dallapiccola, Anna L., Michell, Anna L. and Verghese, Anila *Royalaseema – the Royal Realm: Architecture and Art of Southern Andhra*. Mumbai: Marg, 2014.

B. Books Edited:

Verghese, Anila and Anna L. Dallapiccola (Editors), *South India under Vijayanagara: Art and Archaeology*. New Delhi: Oxford University Press, 2011.

Verghese, Anila (Editor), *Krishnadevaraya and His Times*. Bombay: The K.R. Cama Oriental Institute, 2013.

Verghese, Anila, Kamat, Swarupa and Poncha, Rashna, *Mumbai – Socio-Cultural Perspectives: Contribution of Ethnic Groups and Communities*. Mumbai: Sophia College for Women, 2013.

Vergheese, Anila and Dallapiccola, Anna L., *Art, Icon and Architecture in South Asia: Essays in Honour of Devangana Desai* (2 vols.). New Delhi: Aryan Books International, 2015.

C. Booklet

Vergheese, Anila, *The 15th Karl Khandalavala Memorial Lecture: Hampi and Beyond: The Use of the Material-Cultural Approach to the Study of Art and History – A Case Study of Vijayanagara* (Mumbai: Sabyasachi Mukherjee, Director General CSMVS, 2013

C. Chapters Published in Books:

1) Vergheese, Anila, "Introduction", in *Hampi Travel Guide*, sponsored by the Department of Tourism, Govt. of India. New Delhi: Eicher Goodearth Ltd., 2003, pp.8-53.

2) Vergheese, Anila, 'Vijayanagara in History and Memory' in *Vijayanagara: Splendour in Ruins*, edited by George Michell. Ahmedabad: Mapin, and Alkazi Collection of Photography: New Delhi, London and New York, in association with UNESCO, 2008.

D. Research Papers Published in Books and Journals:

Dallapiccola, A.L. and Vergheese, Anila, "Ramayana Panels on the Gopura of the 'Old Shiva' Temple, Vitthalapura", in *Vijayanagara: Progress of Research 1987-88*, edited by D.V.Devaraj and C.S.Patil. Mysore: Directorate of Archaeology and Museums, 1991, pp.143-153.

Vergheese, Anila, "Court Attire at Vijayanagara (From a Study of Monuments)", *Quarterly Journal of the Mythic Society*, Bangalore, Vol.LXXXII, Nos.1-2, 1991, pp.43-63.

_____, "Archaeology a Tool in Historical Research: A Case-Study of Vijayanagara", *Quarterly Journal of the Mythic Society*, Bangalore, Vol.LXXXIII, No.2, 1992, pp.169-197.

_____, "Four Inscriptions of Krishnadevaraya, Dated A.D. 1513, at Vijayanagara", *Indica*, Bombay, Vol.31, No.2, 1994, pp.87-99.

_____, "Vaishnavism in Vijayanagara", *Indica*, Vol.32, No.2, 1995, pp.95-112.

_____, "A rare image of Sudarsana-Cakra at Hampi", in *Sri Nagabhinandanam : Dr. M.S.Nagaraja Rao Festschrift* (edited by L.K.Srinivasan and S.Nagaraju). Bangalore: Dr.M.S.Nagaraja Rao Felicitation Committee, 1995, pp. 407-414.

- _____, "The Tiruvengalanatha Temple in Krishnapura", in *Vijayanagara Progress of Research 1988-1991*, edited by D.V.Devaraj and C.S.Patil. Mysore: Directorate of Archaeology and Museums, 1996, pp.179-191.
- _____, "The Mahadanas of Krishnadevaraya during the Kalinga War, A.D.1513-1517", *Quarterly Journal of the Mythic Society*, Vol. LXXXVII, No.3, July-Sept.1996, pp.89-107.
- _____, "Krishnadevaraya's Monument of Victory: the Krsna temple at Vijayanagara", *Journal of the Asiatic Society of Bombay*, Vol.71, 1996, pp.196-207.
- _____, "The Virupaksa Temple of A.D.1398 on Hemakuta hill, Hampi-Vijayanagara", *Journal of the Asiatic Society of Bombay*, Vol.72, 1997, pp.159-164.
- _____, "Shri-Vaishnavism and the Vijayanagara Kingdom in the mid-sixteenth century", *Marg*, Vol.49, No.2, December 1997, pp.81-88.
- _____, "Eclipses and Royal Grants: a case-study of Krishnadevaraya of Vijayanagara", *Indica*, Vol.35, No.1, 1998, pp.13-20.
- _____, "Mandapas in Vijayanagara temples", *Journal of the Asiatic Society of Bombay*, Vol.73, 1998, pp.207-222.
- Vergheese, Anila and Eigner, Dieter, "A Monastic Complex in Vitthalapura, Hampi-Vijayanagara", *Journal of South Asian Studies*, Vol.14, 1998, pp.127-140.
- Vergheese, Anila, "Jonathan Duncan's Memorial in St. Thomas Cathedral, Mumbai", *Journal of South Asian Studies*, Vol.15, 1999, pp.103-107.
- _____, "Memorials of the Anglo-Maratha Wars in St. Thomas Cathedral, Mumbai", *Journal of South Asian Studies*, Vol.15, 1999, pp.109-114.
- _____, "Foreigners with Horses at Vijayanagara", *Journal of the Asiatic Society of Bombay*, Vol. 74, 1999, pp.203-210.
- _____, "A Rare Depiction of Nine Yogis in the Somesvara Temple, Ulsoor", *Journal of the Asiatic Society of Bombay*, Vol. 75 for 2000, pp.179-187.
- _____, "Memorial Stones", in *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai : Marg Publications 2001, edited by John M. Fritz and George Michell with photographs by Clare Arni, pp.40-49; and also in *Marg*, Volume 53, No.1, September 2001, pp.40-49.
- _____, "Signing in the Name of a God: the Vijayanagara Experience" The Platinum Jubilee Volume of *Indica*, Vol. 38, 2001, Nos. 1 and 2, pp.87-94.

- Dallapiccola, A.L. and Verghese, Anila, “The ‘Ramanuja Temple’ at Vitthalapura”, *Journal of South Asian Studies*, Vol.17, 2001, pp.109-116.
- Verghese, Anila and Dallapiccola, A.L., “A Rare Depiction of Sacred Feet in Hampi-Vijayanagara”, *Journal of the Asiatic Society of Bombay*, Vol. 76, 2002, pp.133-138.
- Verghese, Anila, “Memorials of Serfoji II”, *Architecture – Time, Space and People*, Vol.2, Issue 9 (Sept. 2002), pp.44-49.
- _____, “Her Story: A Brief History of Sophia College and its Commitment to Women’s Education”, *Urdhva Mula – The Journal of the Sophia Centre for Women’s Studies and Development*, Vol. 1, No. 1, November 2002, pp.10-15.
- Dallapiccola A.L. and Verghese, Anila, “Narrative Reliefs of Bhima and Purushamriga in Vijayanagara Sculpture”, in *Journal of South Asian Studies*, Vol.18, 2002, pp.73-76.
- Verghese, Anila, “Royal Legitimation through Religion – the case-study of Vijayanagara”, in *Journal of the Asiatic Society of Bombay*, Vol. 77-78, 2002-2003, pp.214-235.
- _____, “Three Inscriptions Slabs, with Nandi on Top, at Hampi-Vijayanagara”, in *Journal of the Asiatic Society of Mumbai*, Vol. 79, 2004, pp. 237-240.
- _____, “Deities, Cults and Kings at Vijayanagara”, in *World Archaeology: The Archaeology of Hinduism*, Vol. 36 (3), September 2004, edited by Elisabeth A. Bacus and Nayanjot Lahiri, pp.416-431.
- _____, “Cultural Confluence: Influences from Contemporary Sultanates on Vijayanagara Courtly Art and Culture (from a Study of the Monuments)”, *Indian Archaeological Studies (Japan)*, No. 26, 2004-2005, pp.51-62.
- _____, “Rice and Shrines: Discussing History through the Agrarian Deity Aiyanar and Harvest Festivals”, in *Architecture – Time, Space and People*, Volume 5, Issue 8, Aug. 2005, pp.24-29.
- _____, “Temple Pillars: their Evolution and Style (Under Vijayanagara and its Successor States)”, in *Sangama: A Confluence of Cultures in South India During the Vijayanagara Period*, edited by Nalini Rao, Delhi: Originals, 2005, pp.29-63.
- Dallapiccola, Anna L. and Verghese, Anila, “A Rare Narrative Relief of Garuda at Thirukkurungudi”, *Journal of South Asian Studies (UK)*, Vol. 21, pp.69-71.

Vergheese, Anila, "Depictions of Foreigners at Vijayanagara" in *Recent Advances in Vijayanagara Studies*, Edited by P. Shanmugam and S. Srinivasan. Chennai: New Era Publications, 2006, pp. 198-208, Plates 9-14.

_____, "Dipalaksmis in the Temple Art of Kanyakumari and Southern Travancore", *Journal of the Asiatic Society of Mumbai*, Vol. 80, 205, pp. 137-142.

_____, "Picturesque it is (Chitradurga Fort)", *Indian Architect and Builder*, June 2006, pp.64-65.

_____, "An Unusual Memorial Stone on the Bank of the Tungabhadra (MKu/3)", in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, pp.257-266.

Anna L. Dallapiccola and Anila Vergheese, "The Ramanuja Temple in Vitthalapura (NCw/3)", in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, pp. 267-286.

Vergheese, Anila, "Rare Bhagavata Sculptural Series in the Rama Temple at Penugonda", in *Panchantantra: Recent Researches in Indian Archaeology (Dr. C.S.Patil Commemoration Volume)*, edited by K.M.Suresh, C.T.M.Kotraiah and S.Y.Somashekhar, 2 Vols. Delhi: Bharatiya Kala Prakashan, 2006, Vol.1, pp.166-168 and Plate 29.

_____, "Aghoresvara Temple at Ikkeri: A Synthesis of Architectural Styles", *Journal of the Asiatic Society of Bombay*, Vol. 81, 2008, pp.124-132.

_____, "Representations of Kama and Rati in Vijayanagara and Nayaka Art", *Kala (The Journal of the Art History Congress)*, Vol. XII, 2007, edited by Choodamani Nandagopal and S.V.Padigar, pp.61-65.

_____, "*Bhagavata Purana* Reliefs in Two Vijayanagara Period Temples of Andhra Pradesh" in *The Mirror of Indian Art: Kaladarpana (Krishna Deva Commemoration Volume)*, edited by Devangana Desai and Arundhati Banerji. New Delhi: Aryan Books International, 2008, pp. 106-113.

Anila Vergheese & Anna L. Dallapiccola, "*Girija-kalyana* Friezes in the Temple Art of the Gowdas of Yelahanka", in *Prajnadhara: Essays in Asian Art History, Epigraphy and Culture - in honour of Gouriswar*

Bhattacharya, edited by Gerd J.R. Mevissen and Arundhati Banerji. New Delhi: Kaveri Books, 2009, pp.236-241.

Vergheese, Anila “Vijayanagara Historiography: an Overview”, *Journal of the Asiatic Society of Bombay*, Vol. 82, 2009, pp.127-141.

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

_____, “History of Vijayanagara City and Empire”, in *Vijaynagara History, Art and Architecture: a guide book based on the Training Workshop conducted at Hampi in June 2009 (as part of the Indian Cultural Heritage Specialist Guide Programme)*. New Delhi: UNESCO, 2010, pp. 1-14.

_____, “Historiography of Vijayanagara City and Empire”, in *Vijaynagara History, Art and Architecture: a guide book based on the Training Workshop conducted at Hampi in June 2009 (as part of the Indian Cultural Heritage Specialist Guide Programme)* New Delhi: UNESCO, 2010, pp. 15-29.

_____, “The Evolution of Temple Architecture at Hampi”, in *Vijaynagara History, Art and Architecture: a guide book based on the Training Workshop conducted at Hampi in June 2009 (as part of the Indian Cultural Heritage Specialist Guide Programme)* New Delhi: UNESCO, 2010, pp. 31-60.

_____, “Architectural Innovations of Krsnadevaraya on the Occasion of his Coronation” in *Vijayanagara and Krsnadevaraya*, edited by S. Ritti and Y. Subbarayalu. Bangalore: Indian Council of Historical Research – Southern Regional Centre, 2010, pp.11-29.

_____, “Krsnadevaraya’s Grants and Constructional Activities Related to His Kalinga War (A.D.1513-1517)”, *Journal of the Asiatic Society of Mumbai*, Vol. 83, 2010, pp.115-117.

_____, “The Sacred Topography of Hampi-Vijayanagara”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Vergheese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, pp.136-150.

_____, “Development of the *Gopura* in South Indian Temple Art”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Vergheese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, pp.164-180.

- _____, “Krsnadevaraya’s Grants and Constructional Activities Related to His Kalinga War (A.D.1513-1517)”, *Journal of the Asiatic Society of Mumbai*, Vol. 83, 2010, pp.115-117.
- _____, “Nilakanthesvara Temple at Jambitige: A Preliminary Study”, *Indica*, Vol. 48, 2011, No. 1, pp. 47-68.
- _____, “Vijayanagara” in Brill’s *Encyclopaedia of Hinduism*, Vol. IV, 2012 pp. 73-80.
- _____, “A Kannada Variant in Sculpture of the *Bhagavata Purana*”, *Journal of the Asiatic Society of Mumbai*, Vol. 84, 2012, pp. 87-92.
- _____, “Krishnadevaraya and the Development of South Indian Temple Architecture” in *Krishnadevaraya and His Times*, edited by Anila Verghese. Bombay: The K.R. Cama Oriental Institute, 2013, pp. 135-154.
- _____, “The Krishna Temple at Vijayanagara: A War Memorial of Krishnadevaraya” in *Krishnadevaraya and His Times*, edited by Anila Verghese. Bombay: The K.R. Cama Oriental Institute, 2013, pp. 155-171.
- _____, “Growth of the Capital City of Vijayanagara under Krishnadevaraya and the Tuluvas” in *Krishnadevaraya and His Times*, edited by Anila Verghese. Bombay: The K.R. Cama Oriental Institute, 2013, pp. 202-218.
- _____, “Krishnadevaraya’s Pilgrimages and Temple Benefactions Linked with the Kalinga War: A Means of Royal Legitimation” in *Krishnadevaraya and His Times*, edited by Anila Verghese. Bombay: The K.R. Cama Oriental Institute, 2013, pp. 299-315.
- _____, “*Vimanas*, Pillars and *Gopuras* in the Temple Architecture of Vijayanagara and its Successor States”, *Indica*, Vol. 50, 2013, pp. 84-120.
- _____, “Vijayanagara and Post-Vijayanagara Representations of the Story of Madivelaiah”, *Jnana-Pravaha Research Journal*, No. XVII, 2013-2014, pp. 49-60.
- _____, “*Ramayana* at Vijayanagara: Sacred Topography, Temples and Culture”, *Journal of the Ananthacharya Indological Research Institute*, Mumbai, Vol. XI, 2012-13, pp. 39-49.
- _____, “Three ‘Vijayanagara’ Temples with Extensive *Ramayana* Reliefs”, *Kalakshetra Journal*, Vol. 2, 2014, pp. 17-27.

_____, “Pilgrimage Sites”, in Anna L. Dallapiccola, George Michell and Anila Verghese, *Royalaseema – the Royal Realm: Architecture and Art of Southern Andhra*, Mumbai: Marg, 2014, pp. 23-37.

_____, “Tadpatri and Sompalem Temples”, in Anna L. Dallapiccola, George Michell and Anila Verghese, *Royalaseema – the Royal Realm: Architecture and Art of Southern Andhra*, Mumbai: Marg, 2014, pp. 62-77.

_____, “Krishnadevaraya’s pilgrimages and temple benefactions linked with his Kalinga war (1513-1517 AD): Interplay of warfare, religion and assertion of political hegemony”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, pp. 145-158 and 232-237.

_____, “The sacred topography of the capital city of Vijayanagara”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, pp. 203-218 and 238-244.

_____, “Representations of the Mahabharata, especially the story of Bhishma and Purandara”, in *Vijayanagara-Nayaka Art*, *Indica*, Vol. 51, 2015, pp. 35-46.

_____, “King and Courtly Life as Depicted in the Murals in Ramalinga Vilasam, Ramanathapuram”, in *Art, Icon and Architecture in South Asia: Essays in Honour of Devangana Desai* (2 vols.), edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Aryan Books International, 2011, pp. 473-489.

E. Papers in press / accepted for publication in books or journals :

- Verghese, Anila, “The ‘Chandramauleshvara Temple’, at Rishyamuka, Hampi-Vijayanagara”, in the *Prof. S. Rajashekhara Felicitation Volume*.
- _____, “Vijayanagara Historiography: Recent Research”, in *Historiography of Karnataka: Archaeology and History*, to be edited by Ravi Korisetar et. al., Karnatak University, Dharwad.
- _____, “Contribution of Krishnadevaraya to South Indian Temple Architecture” for the volume of the proceedings of the conference ‘Life and Achievements of Sri Krishnadevaraya’ organized by the Karnataka State Directorate of Archaeology and Museums, March 2010.
- _____, “Importance of the Kalinga War (1513-1517) as reflected in temple endowments, constructions and inscriptions of Krishnadevaraya”,

in *Krishnadeva Raya and the Vijayanagara Empire: Society, Economy and Art in Peninsular India*, edited by Venkata Raghatham, G. Chandhrika, N. Chandra Mouli, Mohammed Mustafa, Department of History, Pondicherry University.

- _____, “Local Stories in the Narrative Reliefs of the Nilakantheshvara Temple at Jambitige” , Journal of the Chhatrapati Shivaji Maharaj Vastu Sangrahalay, Mumbai.
- _____, “Composite Pillars with Three-Dimensional Sculptures in the Outer *Maapa* of the *Mantha* Temple at Avudayarkoil”, the Prof. Dhaky Felicitation Volume, being edited by Parul Pandya Dhar and Gerd Mevissen, Aryan Books International, New Delhi.
- “Water in South Indian Temples and Temple Rituals: *Tirthas*, Tanks and *Vasanta-Mandapas*”, for the *Marg* volume on ‘Water and Architecture in INdia’ that is being edited by Jutta Jain-Neubauer.
- _____, “Murals Depicting the Sthalapuranas of Tyagaraja at Tiruvarur” for the B.M. Pande Felicitation Volumes, being edited by K.K. Muhammed, Chhering Negi and C.B. Patil.
- _____, “Visual Representations of Sacred Sites of Select Temples of Tamil Nadu”, for *Jnana-Pravaha Research Journal*, No. XVIII, 2014-2015.

F. Book Reviews published of :

- "Evening Blossoms: The Temple Tradition of Sanjhi in Vrndavana", by Asimakrishnadasa, in the *Journal of the Asiatic Society*, Vol.71, 1996, pp.227-229.
- "Religious Imagery of Khajuraho" by Devangana Desai, in *Sunday Observer*, Bombay, September 22-29, 1996, p.9.
- “Temple Architecture and Sculpture of the Nolambas (Ninth-Tenth Centuries)” by Andrew L.Cohen, in *Marg*, Vol. 52, No. 1, September 2000, pp.91-92.
- “Encyclopaedia of Indian Temple Architecture: South India, Dravidadesa, Later Phase, c. A.D. 1289-1798”, Edited by George Michell and Coordinated by U.S. Moorti in *Marg*, Vol. 54, September 2002, pp.71-72.
- “Encyclopaedia of Indian Temple Architecture : South India, Dravidadesa, Later Phase, c. A.D. 1289-1798” Edited by George Michell and Coordinated by U.S. Moorti in *Journal of the Asiatic Society of Bombay*, Vol. 77-78, 2002-2003, pp.275-277.

- “The Problem of Identity: Women in Early Indian Inscriptions by Kirit K.Shah in *Journal of the Asiatic Society of Bombay*, Vol. 77-78, 2002-2003, pp.266-269.
- “Spiritual Journey, Imperial City: Pilgrimage to the Temples of Vijayanagara”, by Alexandra Mack, in *Journal of South Asian Studies*, Vol.19, 2003, pp.220-221.
- “Vijayanagara: Architectural Inventory of the Sacred Centre” (3 Vols.), by George Michell and Phillip Wagoner, in *Marg*, Vol. 55, No. 3, March 2004, p.61.
- “Christians of India”, by Rowena Robinson, *Journal of the Asiatic Society of Bombay*, Vol. 79, 2004, pp.264-266.
- “King, Court and Capital: An Anthology of Kannada Literary Sources From the Vijayanagara Period”, Translated by C.T.M.Kotraiah and Edited by Anna L.Dallapiccola, with a Foreword by John M. Fritz, *Journal of the Asiatic Society of Bombay*, Vol. 79, 2004, pp.262-264.
- “Vijayanagara Voices: Exploring South Indian History and Hindu Literature”, by William J. Jackson, *Journal of South Asian Studies*. Vol. 21, pp.146-147.
- “Ideas and Society: India between the Sixteenth and Eighteenth Centuries”, Second Edition, by Eugenia Vanina, *Journal of the Asiatic Society of Mumbai*, Vol. 80, pp.160-161.
- “Views of Difference: Different Views of Art”, edited by Catherine King, *Journal of the Asiatic Society of Mumbai*, Vol. 80, pp.157-159.
- “Gods on the Move: Architecture and Ritual in the South Indian Temple”, *Journal of the Royal Asiatic Society*, London, Vol. 18, Part 4, Oct. 2008, pp.532-534.
- “Archaeology and Text: The Temple in South Asia” edited by Himanshu Prabha Ray, *Journal of the Asiatic Society of Mumbai*, Vol. 83, 2010, pp. 158-159.

ENDOWMENT LECTURES DELIVERED

- "Archaeology a Tool in Historical Research : A Case-Study of Vijayanagara", the Raobahadur Sri R.Narasimhachar Endowment Lecture, at the Mythic Society, Bangalore, on 26th June 1992.
- “Sati at Vijayanagara (A study based on travel accounts and sculpture)”, ‘Justice K.T.Telang Endowment Lecture’ at the Asiatic Society of Bombay, on 10th May, 2000.
- “Hampi and Beyond: The Use of the Material-Cultural Approach to the Study of Art and History – A Case Study of Vijayanagara”, Karl

Khandalavala Memorial Lecture at the Chhatrapati Shivaji Vastu Sangrahalaya on 1st March 1, 2013

OTHER PUBLIC LECTURES DELIVERED / WORKSHOPS CONDUCTED

Has delivered the following public lectures:

- "Religious Traditions at Vijayanagara", at the Heras Society, Bombay on 5th December 1990.
- "Religious Traditions at Vijayanagara", at the Museum Society of Bombay, Coomaraswamy Hall, Prince of Wales Museum of Western India, Bombay, on 23rd July 1996.
- "Vijayanagara Art and Architecture", at the Department of History, University of Mumbai, Vidyanagari, Kalina (Santa Cruz East), on 10th September 1999.
- "Kings, Gods, Cults – Religion and State in Vijayanagara", at the Centre for South and Central Asian Studies, Leiden University, Netherlands on May 27th, 2004.
- "Hampi-Vijayanagara – Art, Archaeology and Heritage" - lecture on September 29, 2004 at a two-day National Seminar on 'Art and Architecture – An Eternal Heritage of India' organized by LJNI Mahila Mahavidyalaya, Mumbai.
- "Art and Architecture at Hampi-Vijayanagara" a lecture to participants from the INDUS International group on 18th November 2004.
- "Archaeology and Historiography: The Vijayanagara Experience" to students of St.Xavier's College and Sophia College on 14th September 2005.
- Has conducted the:
"Twenty-fourth Historians' Workshop" at the Heras Institute, Mumbai on 14th January 2001. The theme and topics of the lectures were as follows:
Theme : "Reconstructing History from a Study of Monuments and Epigraphs"
Sessions :
1.Hampi-Vijayanagara as an Archaeological Site
2. Reconstructing History from a Study of Monuments and Epigraphs – the experience at Vijayanagara
3. and 4. Two Case-Studies :
 - Sculpture at Vijayanagara, with special reference to Memorial-Stones
 - The evolution of Court Attire at Vijayanagara, as revealed through the monuments

- Was invited to give lectures at the Department of History, Pondicherry University on 28th February 2005. Here, the following lectures were delivered to the faculty and students of the department:
 - “Deities, Cults and Kings in Vijayanagara: Royal Legitimation Through Religious Patronage”
 - “Cultural Integration: Impact of Contemporary Sultanates on Vijayanagara Courtly Art and Culture (As Revealed Through Its Monuments)”.

- Was invited to St. Mary’s College, Thrissur, Kerala, on 25th October 2006, to address the history department staff and students on ‘Modern Trends in History’.

- Was invited by the Centre for Extra-Mural Studies, University of Mumbai, to conduct three sessions on ‘Vijayanagara Art and Archaeology’ on 28th-29th April 2007 for its course ‘Certificate Course in Archaeology’:
 - Session I (2 hours): Introduction to Vijayanagara Art and Archaeology -
 - a) An Overview of Vijayanagara Art and the Use of Archaeological Data in Historical Research on Vijayanagara
 - b) The Construct of Space at Hampi-Vijayanagara

 - Session II (one and a half hours): Integration and Innovation: Vijayanagara Temple Architecture - *vimanas*, *gopuras* and pillars

 - Session III (one and a half hours): New Forms and Patterns -
 - a) Impact of Contemporary Sultanates on Vijayanagara Courtly Art and Culture
 - b) Vijayanagara Sculpture: themes and variations

- Conducted a session from 3.00 to 6.00 p.m. on 26th January 2008, on the ‘Heritage Site of Hampi’ as part of the Workshop on ‘Heritage Sites of India’ on January 26-27, 2007 that was organized jointly by the Heras Institute and PG Diploma Course in Indian Aesthetics of the Department of Philosophy, University of Mumbai. The session comprised the following talks:
 1. ‘Hampi-Vijayanagara – Art, Archaeology and Heritage: An Overview’
 2. ‘New Forms and Patterns: Impact of Contemporary Sultanates on Vijayanagara Courtly Art and Culture’
 3. ‘Integration and Innovation: Vijayanagara Temple Architecture – *Vimanas*, *Gopuras* and Pillars’

- Was invited to give a talk on ‘Vijayanagara Art and Archaeology – An Overview’ at St. Xavier’s College, Mumbai on 20th March 2009.

- Was invited as resource person for the ‘Indian Art Appreciation Course’ conducted by L.S.Raheja College in collaboration with Heras Institute of

Indian History and Culture, where delivered the following lectures on 1st August 2009:

- “Vijayanagara-Nayaka Temple and Courtly Architecture: Assimilation and Innovation”
 - “Vijayanagara-Nayaka Sculpture and Painting”
- Was invited by the K.R. Cama Oriental Institute, Mumbai, to deliver a public lecture on “Krishnadevaraya and the Development of South Indian Temple Architecture” on 7th April 2010.
 - Was invited to the post-graduate department of History, Pondicherry University, 21st February 2011 to deliver the following lectures:
 1. Evolution of temple architecture under Vijayanagara and the Nayakas
 2. Vijayanagara Historiography with special focus on the recent material-culture, inter-disciplinary approach
 - Was invited to the University of Würzburg, Germany, on a short-term senior professorship to teach on a course on ‘Religious Traditions at Vijayanagara’ from October 16 to 22, 2012, under the DFG sponsored project of the Department of Indology of Würzburg University on ‘Sacrality and Sacralisation during the Middle Ages and Early Modern Period: intercultural Perspectives in Europe and Asia’. Delivered the following public lectures there:
 - Hinduism at Vijayanagara: An Overview
 - Royal Legitimation through Religious Patronage at Vijayanagara
 - The Sacred Topography of the Capital City of Vijayanagara
 - Krishnadevaraya’s Pilgrimages and Donations Linked with his Kalinga War: Interplay of warfare, religion and assertion of political hegemony
 - Was invited to deliver a lecture on ‘Vijayanagara Art and Architecture’ at the History Department of St. Xavier’s College, Mumbai, on January 31, 2013.
 - Was invited to the Department of History, Pondicherry University to deliver two lectures on March 4, 2013:
 - The Growth and Evolution of Hampi-Vijayanagara as a Major Urban Centre and as an Important Heritage Site
 - Vijayanagara-Nayaka Sculpture and Painting: An Overview
 - Was invited as a senior guest professor at the Department of Indology, University of Würzburg, Germany, October 21 to November 1, 2014, where delivered the following lectures:
 - History of the Vijayanagara Empire and the Evolution and Growth of the Capital City
 - Evolution of Temple Architecture under Vijayanagara and the Nayakas
 - New Forms and Patterns: Impact of the Contemporary Sultanates on Vijayanagara-Nayaka Courtly Art and Culture

- Vijayanagara-Nayaka Sculpture And Painting: An Overview
 - Hampi and Beyond: The Use of the Material-Cultural Approach to the Study of Art and History - A Case Study of Vijayanagara
- Was invited to deliver the 51st Heras Memorial Lectures, at the Heras Institute of Indian History and Culture, St. Xavier's College, Mumbai on 11th December 2014.

PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL SEMINARS/CONFERENCES

- Presented a paper, entitled “Depictions of Foreigners at Vijayanagara”, at the session on “Vijayanagara Trade and Contact”(organized by Dr. Carla Sinopoli) in the sub-section on “Regional Perspectives on Trade and Contact”, in “Archaeology as an Indicator of Trade and Contact”, one of the themes at the WORLD ARCHAEOLOGY CONGRESS – 3, New Delhi, December 4-11,1994. The paper was submitted by her and since, at the last minute, she was unable to personally attend, it was read by Dr. Carla Sinopoli.
- Was invited and participated in a three-day National Seminar, on the theme of “India and Asia: Aesthetic Discourse” held at the Indian Institute of Advanced Study, Shimla, from October 25-27, 2004. This Seminar was sponsored jointly by the Centre for Studies in Civilizations, Indian Institute of Advanced Study, Shimla and the IIC-Asia Project of the India International Centre, New Delhi. Here a paper, entitled “Heterogeneous Heritage: Islamic Cultural Influences on Vijayanagara Art and Culture as Revealed through its Monuments” was presented.
- Was invited and participated as one of the 17 “eminent scholars and archaeologists ...invited to take part in the discussion” to the two-day National Seminar held at the Asiatic Society of Mumbai, as part of its bi-centenary celebrations, on “Indian Archaeology in the Twenty-first Century: Problems and Perspectives”, held on November 5-6, 2004.
- Attended a National Seminar on ‘Architecture in India: Text and Context’, November 5-7, 2006, organized by the Centre for Archaeological Studies & Training, Eastern India, Kolkata, and presented a paper entitled ‘Structure of Space in a Medieval City: Hampi’; this paper was also submitted for publication by the organizers.
- Attended a seminar on Vijayanagara, entitled ‘Sangama 2006’ in Houston, Texas, USA, December 2-8, 2006 to deliver two lectures:
 - “Hampi-Vijayanagara – Art, Archaeology and Heritage”
 - and
 - “Deities, Cults and Kings in Vijayanagara: Royal Legitimation Through Religious Patronage”
- Was one of the organizers and resource persons at the International Conference on ‘South India under Vijayanagara: Recent Research in Art and Archaeology’, held at Sophia College on January 27-28, 2007, and

delivered the lecture ‘Development of the Gopura in South Indian Temple Architecture’.

- Was invited as a resource person to an International Seminar on ‘Taking Vijayanagara’s Past to the Future’, held at Hampi on January 19-20, 2008, where she presented the paper: “The Construct and Evolution of Space at Hampi-Vijayanagara”.
- Was invited, with all expenses paid, to be the resource person at a ‘travelling seminar’ for a group of art historians and scholars from Kunsthistorische Institut of Florence (part of the Max Planck Institute) and J.N.U., New Delhi, on February 27-28, 2008.
- Was invited to deliver a talk on ‘An Introduction to the World Heritage Site of Hampi’ at the Hampi Art Residency exhibition held by the Hampi Foundation at Shiro, Mumbai, on October 5, 2008.
- Was invited to present a paper on ‘Vijayanagara: History and Sacred Topography’ at the lecture series organized as part of the book release of and exhibition on *Vijayanagara: Splendour in Ruins*, held at British Council, New Delhi, on November 21, 2008 and sponsored by Alkazi Foundation.
- Invited to present the paper ‘The Impact of Contemporary Sultanates on Vijayanagara’s Courtly Art and Culture’ at the International Conference on ‘Tangible and Intangible Heritage of the Hampi Region’, held at the National Institute of Advanced Studies, Bangalore, January 16 to 18, 2009.
- Invited by UNESCO and INTACH as resource person for the ‘Indian Cultural Heritage Specialist Guide Programme (Specialized Refresher Course for Regional Level Guides) on Vijayanagara Art, Architecture and History’ (June 22 to 27, 2009), where delivered the following lectures:
 - “History and Historiography of Vijayanagara City and Empire”
 - “The Evolution of Temple Architecture at Hampi”
- Invited by the Chairman of ICHR (Indian Council of Historical Research) as resource person to a conference held by ICHR at Bangalore to commemorate the 500th anniversary of Krishnadevaraya’s coronation, January 3-4, 2010. Here read the following paper: “Architectural Innovations of Krishnadevaraya on the Occasion of his Coronation”
- Invited by the Karnataka State Directorate of Archaeology and Museum for an International Seminar held at Hospet on ‘Life and Achievements of Sri Krishnadevaraya’ on March 5-7-8, 2010, where read the following paper: “Contribution of Krishnadevaraya to South Indian Temple Architecture”.

- Was the academic advisor for the planning and execution of an international seminar on 'Krishnadevaraya and His Times: Cultural Perspectives', held by the K.R. Cama Oriental Institute Mumbai, January 7-8, 2012 where I presented the following papers:
 - "Krishnadevaraya and the development of South Indian Temple Architecture"
 - "Growth of the Capital City of Vijayanagara under Krishnadevaraya and the Tuluvas"
- Invited to present the following at the symposium held on October 26, 2013, at the Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, during the Art History Congress, hosted by the Heras Institute of Indian History and Culture, Mumbai, October 25-27, 2013: "Representation of the Mahabharata, especially the story of Bhima and Purushamriga in Vijayanagara-Nayaka Art"
- Invited with all expenses paid to deliver a special lecture on 'Vijayanagara Art and Architecture: An Overview' at the Two Day UGC Sponsored National Seminar on "Vijayanagara Empire and Medieval South Indian Social Formation: New Themes, Perspectives and Approaches", held on 6th-7th February 2015, organized by the Department of History of St. Joseph's College for Women, Alappuzha, Kerala.

LECTURES PRESIDED OVER

- Presided over and given the Presidential Address at the 38th Heras Memorial Lecture, delivered by Dr. R. Champakalakshmi, Former Professor, Centre for Historical Studies, Jawaharlal Nehru University, New Delhi, on "Reconstructing Medieval South India: Vijayanagara Historiography", on December 14-15, 2001.
- Chaired the function of the release of the books on Ellora and Sanchi (of the Monumental Legacy series), written by Dr. M.K. Dhavalikar and illustrated lecture on Ellora by the author, organised by the Museum Society of Bombay and Oxford University Press on December 17, 2002.
- Presided over the 'Nineteenth Smt. Nabadurga Banerji Endowment Lecture' by Dr. Usha R. Bala Krishnan, organized by the Asiatic Society of Mumbai and the Yashwantrao Chavan Pratisthan on January 30, 2009.
- Presided over the 47th Heras Memorial Lectures at the Heras Institute of Indian History and Culture, St.Xavier's College, Mumbai, on December 14-15, 2010. The lectures were by Dr. Devangana Desai, eminent art historian, on: 'Auspicious Female Figures in Indian Art: Terrestrial and Celestial'
 - Lecture 1 (Dec. 14): *Shalabhanjika* – Woman and Tree in Art
 - Lecture 2 (Dec. 15): *Surasundaris* – Celestial Beauties in Temple Art
- Chaired the paper presentation by Dr. Purnima Srikrishna at the K.R. Cama Oriental Insitute, on November 27, 2013. The topic of her lecture was "Meru as represented in the Vidyashankara temple, Sringeri".

SCHOLARSHIPS/FUNDING FOR POST-DOCTORAL RESEARCH WORK

- In 1997 received the Smt. Dhandevi Mahindra Scholarship Award in order to carry on research work for the book entitled *Archaeology, Art and Religion : New Perspectives on Vijayanagara*.
- 2001-2010 was recipient of a research travel grant (total 3000 pounds sterling) from the Luigi and Laura Dallapiccola Foundation, Edinburgh, for research travel in southern India.

This research travel is to cover various Vijayanagara and post-Vijayanagara sites in southern India. One trip was made in January 2002, to sites in the Kaveri delta region of Tamil Nadu; a second trip was made in January 2003 to temple sites in the Coimbatore, Madurai and Pudukkottai districts of Tamil Nadu; a third trip was made in January 2004 to the southern most districts of Tamil Nadu such as the Kanyakumari, Tirunelveli, Kamarajar and Chidambaranar districts. A fourth trip was made to visit Vijayanagara and post-Vijayanagara temple sites in Karnataka, especially the Kanara coast, from January 9 to 23, 2005. A fifth trip was undertaken to visit Vijayanagara and post-Vijayanagara temple sites in Andhra Pradesh, from January 8 to 22, 2006. A sixth trip was undertaken from January 7 to 20, 2007, to visit Chola, Pallava, Vijayanagara and Nayaka period monuments in Central Tamil Nadu. A seventh trip was undertaken to northern Tamil Nadu and northern Karnataka, from January 6 to 18, 2008. An eighth trip was undertaken from January 6 to 16, 2009 to coastal Karnataka. A ninth trip was undertaken from January 10 to 24, 2010 to Goa and northern Karnataka. A tenth trip was undertaken from January 11 to 22, 2011 to southern Tamil Nadu. A eleventh trip was undertaken to the southern most districts of Tamil Nadu January 11 to 21, 2012.

- In 2012 received a research travel grant (2250 UK Pounds) from the Luigi and Laura Dallapiccola Foundation, Edinburgh, for research travel to Indonesia and Cambodia to visit the monuments there of Indic origin / influence.

CURRENT RESEARCH PROJECTS

- “Sacred Sites in Southern India”, jointly with Dr. Anna L. Dallapiccola, former Professor of Indian Art at Heidelberg University, Germany.
- “Major Themes in the Arts of Southern India under Vijayanagara and its Successors”, undertaken jointly with Dr. Anna L. Dallapiccola
- “Art and Empire in South India under Vijayanagara and the Nayakas – 1350-1700”.

CONSULTANCY

As one the recognized authorities, both nationally and internationally, on Hampi-Vijayanagara she was consulted others writing about or discussing the

site or those working on Vijayanagara or post-Vijayanagara history. To give just a few recent examples (since 2001):

- The Registrar of the Kannada University, Hampi (Prof. Balasubramanya) sent an e-mail to ask for off-prints of all the papers published by me.
- Dr. S.K. Aruni, the programme officer of the southern office in Bangalore of the Indian Council of Historical Research (ICHR) requested for their library off-prints of all the papers published by me. This was sent and Dr. Aruni has acknowledged the same and has written to say that the papers are being kept in a special file, available to researchers.
- When the Union Budget for 2002-2003 was announced and it was declared that Hampi would be developed as “a Major Tourist Destination”, a journalist of the *Times of India* asked me to comment on the same (*Times of India*, March 1, 2002, p. 11 – “Perils and Possibilities”).
- Dr. George Michell, an internationally recognised architectural historian, asked me to go through the manuscript of the book on Hampi that he was jointly writing with Dr. John M. Fritz. This book was published by India Book House.
- Mr. Amit Katdare, a young architect who brought out an exhibition of his paintings on Hampi, asked for an appointment and met me on April 2, 2002 to consult me about the same. The exhibition was also subsequently visited by me. He gifted me one of his paintings as a memento.
- Mrs. Sangita Jindal, Trustee of Hampi Foundation, requested me to be on the Advisory Board of this Foundation. The first meeting of the Hampi Foundation was held on July 22, 2002.
- A group of individuals in Mumbai interested in Art and Culture, invited me to give them a talk on Hampi on April 25, 2002.
- Dr. Amin Jaffer, Curator – Asian Department, Victoria and Albert Museum, London, asked for information in September 2002, via e-mail about foreign envoys at Vijayanagara.
- Dr. Nalini Rao, of Soka University of America, California, USA, wrote in 2003 asking permission to use four drawings, from my book *Archaeology, Art and Religion: New Perspectives on Vijayanagara*, in her book entitled “Royal Imagery at Vijayanagara” (published by Munishram Manoharlal, New Delhi).
- Abha Narain Lambah, an Architectural Conservationist, working on the restoration project of the “Chandramauleshwara Temple” at Hampi, sponsored by Global Heritage Fund and Hampi Foundation, phoned me on June 24, 2004 to ask various questions regarding the history etc. of

this temple. We also had a meeting on June 29, 2004, along with her team members, for a further discussion on the historical and urban significance of this temple and other related matters.

In connection with this conservation project, was invited by the Hampi Foundation to visit Hampi on July 12-13, 2004. This visit coincided with the site visit of Dr. Michael Tomlan, Director of the Graduate School of Preservation, Cornell University, U.S.A. and one Vice-President and a Dean from the same University.

Following this visit, received a letter inviting me to contribute a paper on the Chandramauleshvara temple for the Documentary Report being prepared of this conservation project. Submitted a paper entitled “The Chandramauleshvara Temple, Rishyamukha, Hampi-Vijayanagara: Its Dating, Dedication and Importance”. The final Documentary Report, prepared by Abha Narain Lambah in August 2004, was checked by me and comments made on the same. In connection with this conservation project, also attended a meeting of the Conservation Team with Jeff Morgan Executive Director of the Global Heritage Fund and Sangita Jindal of the Hampi Foundation on September 8, 2004.

- Darryl D'Monte, an eminent journalist, consulted via the phone on September 7, 2004, regarding heritage problems at Hampi. This was for an article that he was writing for a foreign publication.
- Kaiwan Mehta, Executive Director of the *Architecture* magazine contacted her in January 25, 2005 for photographs on Hampi for an article on conservation of Heritage Sites that was being published in the forthcoming issue of *Architecture*. These were published and acknowledged.
- Dr. Venkata Raghotam, Reader in the Department of History, Pondicherry University, wrote in June 2005 to ask for off-prints of the four papers of mine that he was interested in.
- Mr. Mahesh Gavaskar, Editor of the quarterly journal *Samaj Prabodhan Patrika*, met her on July 29, 2005, to request a list of all my publications. This was for inclusion in the January-March 2006 issue of the journal which is to have the 'Deccan' as its special theme.
- Dr. K. Johnson, Lecturer, Department of History, Pachunga University College, Mizoram University, Aizawal, wrote to ask for the offprint of the “Deities, Cults and Kings at Vijayanagara”, in *World Archaeology: The Archaeology of Hinduism*, Vol. 36(3), September 2004.
- Was in May 2006 asked to contribute the paper “The Krishna Temple at Hampi: History, Architecture, Iconography and Epigraphy” for the Krishna Temple Project that Ms Abha Narain Lambah, Conservation Architect & Historic Building Consultant, is undertaking for the

Archaeological Survey of India on behalf of the Hampi Foundation and the World Monuments Fund.

- Was invited in early May 2006 by Arundhati Banerji of the Archaeological Survey of India to contribute a paper to the “Krishna Deva Commemoration Volume” being edited by Ms Banerji along with Dr. Devangana Desai.
- Was consulted on May 19, 2006 by Amita Kanekar, Coordinator – Humanities, Kamla Raheja Vidyanidhi Institute for Architecture and Environment Studies, Mumbai, with reference to her plans to do a dissertation related to Vijayanagara for an M.Phil degree (possibly through Cardiff University)
- Have been invited to attend a National Seminar on ‘Architecture in India: Text and Context’, November 5-7, organized by the Centre for Archaeological Studies & Training, Eastern India, Kolkata, and to present a paper entitled “Structure of Space in a Medieval City: Hampi”.
- Have been invited to contribute a paper to “Raghusmriti: Recent Researches in Archaeology (Dr. H.R.Raghuanatha Bhat Commemoration Volume)”.
- Mr. C.T.M.Kotraiah, a research scholar asked in July 2006 for an offprint of the following paper for his own research work and it was sent to him: Dallapiccola A.L. and Verghese, Anila, “Narrative Reliefs of Bhima and Purushamriga in Vijayanagara Sculpture”, in *Journal of South Asian Studies*, Vol.18, 2002, pp.73-76.
- Was invited by Mugdha Karnik, Director of Mumbai University’s Centre for Extra-Mural Studies to be a faculty member for the following new courses being introduced by the Centre, and in this connection attended a meeting held on October 12, 2006: ‘Certificate Course in Archaeology’ and ‘Certificate Course in Ancient Indian Arts and Sciences’.
- Was requested by Dr. Per Cornell and his Ph.D. research student Elke Rogersdotter of the Department of Archaeology and Ancient History, University of Gothenburg, Sweden, to collaborate with them in a project proposal to be submitted to a Swedish Foundation that encourages international research, on ‘Significance of Play: hunting for a neglected South Asian Heritage’. This is on gameboards that are found carved across the site at Hampi.
- Was consulted by a photographer, Mr. Anil Shinde, regarding his photo-exhibition on the Hampi monuments, on April 10, 2007.
- Was asked in April 2007 by Abha Narain Lambah, Conservation Architect, to write a paper on “The Saumya Someshvara temple at

Hampi: History, Architecture and Iconography” for a Conservation Project.

- Received an email request in December 2007 from Dr. Ulrike Niklas, Professor and Head of Indologie at Cologne University, Germany, for the copy of two of her papers, which were then sent to her by post: a) “Court Attire at Vijayanagara” and b) “Cultural Confluences”
- Ashima Krishna, a post-graduate student of Cornell University, USA, asked in March 2008 by email for information on the suburb of Krishnapura at Hampi-Vijayanagara. The needful was done.
- Elizabeth J. Bridges, a Ph.D. candidate in Anthropological Archaeology, University of Michigan, Ann Arbor, sent in April 2008 an email with reference to her research work on the Nayakas of Ikkeri and Keladi. A reply was sent to this mail.
- Valerie Stoker, a research from the US doing work on the Madhva saint Vyasatirtha, sent an email in May 2008 asking for information; a reply was sent.
- Was requested by Oxford University Press, New Delhi, to do a review of the typescript of the following: ‘Archaeology and Text: The Temple in South Asia’, edited by Professors Himanshu Ray and Gavin Flood. The request was accepted and the typescript was checked and the report sent to Oxford University Press.
- Was consulted by Tony Evenson, who has done a PhD at University of Wisconsin-Madison, working under V. Narayana Rao primarily, in 2007, entitled "Warrior-King, Siva-Bhakta, Deity: Reconsidering Rama at Vijayanagara".
- Was consulted by Malti Ramaswamy of Bangalore who was doing research on Hampi via email in July 2009.
- At his request, met Prof. John Stratton Hawley, Professor, Department of Religion, Barnard College, Columbia University, New York, USA, in connection with work that he was doing on the bhakti movement on December 13, 2009.
- Was invited as an expert to a meeting on the ‘Saumya Someshvara Temple Conservation Project’ at Hampi on January 23, 2010.
- Was invited by Mr. Vatsa Kumar of Houston, Texas, USA, to help plan and organize a conference on Krishnadevaraya to be held at the Foundation of India in November or December 2010. A detailed concept note with suggested topics for papers etc. was worked out and sent in February 2010. However, due to paucity of funds the proposed conference could not be held.

- Dr. S. Swaminathan, Deputy Superintending Epigraphist, Archaeological Survey of India, Mysore, wrote in March 2010 asking for the photocopy of one of her research publications. The same was sent to him.
- Invited in 2011 to be an advisor for a big multidimensional project at Hampi on the Krishna temple and Krishnapura, in which the Archaeological Survey of India, the World Monuments Fund and the Hampi Foundation are involved. This project has still to be implemented
- Invited by the Heras Institute in March 2011 to do the peer review of some papers for *Indica*; the same request was again made in 2014
- Ms R. Ramalakshmi from CEPT, Ahmedabad, pursuing M.Arch (in Theory and Design), working for her thesis under Prof. Snehal Shah corresponded via email in January 2012 regarding her thesis topic on the evolution of Kalyana Mandapa in general and the one in Vitthala temple at Hampi in particular.
- Was academic advisor to the K.R. Cama Oriental Institute the seminar, to be held on January 7-8, 2012, on 'Krishnadevaraya and His Times: Cultural Perspectives' and provided the concept note and the list of speakers etc.
- Was invited by the Vijayanagar Punschetana Pratistana (Trust), under ministry of Tourism, Government of Karnataka, to visit their office on February 11, 2012, in order to discuss the Heritage Theme Park Project they planned to undertake at Hampi. However, at the last minute the meeting was cancelled.
- Was on the academic committee for the Indian History Congress of October 2013 that was organized by the Heras Institute of Indian History and Culture, Mumbai.
- Was asked by Oxford University Press, New Delhi, to review the manuscript of the volume entitled 'Later Temple Architecture of India (15th to 19th centuries). This was done.
- Arati Rao, a PhD Student of Mysore University who is working on 'Vijayanagara as a Seat of Music' for her dissertation contacted for help via email in June 2013 in connection with her research work. A response was sent via email.
- Was asked by Routledge India to do a peer review of a manuscript for publication received by this publishing house entitled 'Negotiating Cultural Identity: Landscapes in Early Medieval South Asian History'.
- Was an advisor for the seminar "Cultural Dialogues between India and South-East Asia 7th to 16th centuries" organized by the K.R. Cama

Oriental Institute, Mumbai, in January 2015; also one of the editors of the volume that is to follow the seminar.

- Lennart Bes, a PhD candidate at Leiden and Nijmegen Universities, working on dynastic politics in the Vijayanagara successor states, sent an email on 4th March 2015 asking for a copy of her paper on Vijayanagara costumes that had appeared in the *Quarterly Journal of the Mythic Society*. The same was scanned and sent to him.
- Nabanjan Maitra, a PhD student at the University of Chicago, who is working on the Vedic commentarial project that was carried out by Sayana and Madhava, under the general auspices of Vijayanagara and Sringeri contacted her via email on 22nd April asking to meet up when he visited Mumbai and for any help or suggestions regarding his work.

CITATION INDEX

The following publications of Dr. (Sr.) Anila Verghese have been cited by others during the period since 2001:

1. Verghese, Anila, *Religious Traditions at Vijayanagara : as Revealed through its Monuments* (New Delhi : Manohar Publishers and the American Institute of Indian Studies, 1995) in:
 - i) Phillip B. Wagoner's "Architecture and Royal Authority under the Early Sangamas" in *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai : Marg Publications 2001, edited by John M. Fritz and George Michell with photographs by Clare Arni, pp.12-23, on page14
 - ii) Alexandra Mack's *Spiritual Journey, Imperial City: Pilgrimage to the Temples of Vijayanagara*, New Delhi: Vedams, 2002, on pages 40, 41, 54, 64, 65, 66, 67, 68.
 - iii) Mark Webb and John M. Fritz's "A Shrine Near the Noblmen's Quarters' in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p. 105.
 - iv) C.T.M.Kotraiah's "A Unique Sculpture of Virupaksha from Hampi" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.225.
 - v) George Michell's, "A Note on the Uddhana Virabhadra Temple (NLw/3)" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, 299.
 - vi) Jason Fischer's, "The Hiriya Chhatra (Feeding Hall) in Krishnapura (NLw/4) in *Vijayanagara: Archaeological Exploration, 1990-2000 –*

- Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, 307.
- vii) C.T.M.Kotraiah's "Relief Sculptures of Virashaiva Saints at Bukkasagara" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.357.
- viii) John McKim Malville and John M. Fritz's "Astronomical Orientations of the Larger Temples" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.366.
- ix) Asim Krishna Das' "The Mystic Gateways into Pampakshetra: Based on the *Pampamahatmyam* and Inscriptional Evidence" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, 400.
- x) John M.Fritz's "A Study of the Bridge at Vitthalapura (NBs and NBx), in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part II, p. 629.
- xi) Bruckner, Heidrun, "Karnataka", in Brill's Encyclopaedia, Vol. 1, 2001, pp. 206 and 208.
- xii) Sinopoli, C.M. and Morrison, K.D., *The Vijayanagara Metropolitan Survey: Volume 1* (Michigan: Anthropological Papers of the Museum of Anthropology, University of Michigan, 2007), p. 8.
- xiii) Crispin Branfoot's, *Gods on the Move: Architecture and Ritual in the South Indian Temple by Crispin Branfoot* (London: British Academy & Society for South Asian Studies, 2007), pp.3, 7, 13 and 38.
- xiv) Philip Lutgendorf's, *Hanuman's Tale. The messages of a Divine Monkey* (New York: Oxford University Press, 2007), p. 66 and on pp. 69-73.
- xv) Phillip B. Wagoner's, "Retrieving the Chalukyan Past: The Politics of Architectural Reuse in the Sixteenth-Century Deccan", *Journal of South Asian Studies*, Vol. 23, 2007, pp.1-29, on p.13.
- xvi) Crispin Branfoot's, "Imperial Frontiers: Building Sacred Space in Sixteenth-Century South India", *Art Bulletin*, June 2008, Vol. XC, No. 2, pp. 175, 177, 186.
- xvii) Anthony Evenson's PhD Dissertation, "Warrior King, Siva-Bhakta, Deity: Reconsidering Rama at Vijayanagara".

- xxviii) Kathleen D. Morrison's *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2009, p. 76.
 - xix) Kathleen D. Morrison, *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2009, p. 76.
 - xx) John M. Fritz and George Michell (text) and Noshir Gobhal (photographs), *Hampi: A Story in Stone*. Mumbai: Eminence Designs Pvt. Ltd., 2009, p.196.
 - xxi) J.S. Hawley, "Seeing the Bhakti Movement", in *Archaeology and Text: the Temple in South Asia*, edited by Himanshu Prabha Ray. New Delhi: Oxford University Press, 2009, p.265.
 - xxii) Bruckner, Heidrun, "Karnataka", in Brill's Encyclopaedia, Vol. 1, 2001, pp. 206 and 208.
 - xxiii) Cezary Galewicz, *A Commentator in Service of the Empire: S yana and the Royal Project of Commenting on the Whole of the Veda*. Vienna: Institut für Südasiens-Tibet-und Buddhismuskundder, Universitat Wien and Motilal Banarsidass, New, 2009, pp. 35, 51, 52-53, 55, 57, 268-269.
 - xxiv) Carla Sinopoli, "Vijayanagara Research: A Template for Interdisciplinary Scholarship on India's Past", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 22, footnote 25.
 - xxv) Kathleen D. Morrison, "The Capital in Context: The Vijayanagara Metropolitan Region", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 57, footnote 16.
 - xxvi) Richard Shaw, "Shaivite Ascetic Iconography: Important Associations between Srisailam, Hampi-Vijayanagara and Sringeri", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p.247, footnote 5 and p.248, footnote 14.
 - xxvii) Barbara Mears, "Propaganda and Power: The Coinage of Vijayanagara", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p.289, footnote 12.
 - xxviii) Heidrun Brückner, "'Sacred Kingship? Visual, literary and performative hints at the role of the king in the festival culture of Vijayanagara", in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, p. 109.
2. Dallapiccola, Anna and Verghese, Anila, *Sculpture at Vijayanagara: Iconography and Style* (New Delhi : Manohar Publishers and the American Institute of Indian Studies, 1998) in:

- a) William Jackson's *Vijayanagara Voices: Exploring South Indian History and Hindu Literature*, Aldershot, UK: Ashgate Publishing House, 2005, p. 56; also in the same book 17 drawings from *Sculpture at Vijayanagara* have been reproduced with permission.
- b) Mark Webb and John M. Fritz's "A Shrine Near the Noblemen's Quarters" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p. 105.
- c) John M.Fritz's "A Stone Bowl in the Main Gateway on the Northeast Road (NSg)" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.111.
- d) John M.Fritz's "Two Passageways Leading to the Royal Centre (NWm and NWx)" in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.117.
- e) Sinopoli, C.M. and Morrison, K.D., *The Vijayanagara Metropolitan Survey: Volume 1* (Michigan: Anthropological Papers of the Museum of Anthropology, University of Michigan, 2007), p. 8.
- f) Crispin Branfoot's, *Gods on the Move: Architecture and Ritual in the South Indian Temple by Crispin Branfoot* (London: British Academy & Society for South Asian Studies, 2007), pp.3, 7, 13.
- g) George Michell (Ed.)'s, *Vijayanagara: Splendour in Ruins*, (Ahmedabad: Mapin, and Alkazi Collection of Photography: New Delhi, London and New York, in association with UNESCO, 2008), p. 232.
- h) Chithra Madhavan's, 'Hampi: Grandeur of An Ancient Hindu Kingdom, *Tattvaloka – The Splendour of Truth*, August 2008, pp. 56-77, p. 77.
- i) Anthony Evenson's PhD Dissertation, "Warrior King, Siva-Bhakta, Deity: Reconsidering Rama at Vijayanagara".
- j) Carla Sinopoli, "Vijayanagara Research: A Template for Interdisciplinary Scholarship on India's Past", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 22, footnotes 24 and 25.
- k) Anna Dallapiccola, "Sculptures on the Great Platform at Vijayanagara", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 113, footnotes 3 and 11.
- l) Richard Shaw, "Shaivite Ascetic Iconography: Important Associations between Srisailam, Hampi-Vijayanagara and Sringeri", in *South India under Vijayanagara: Art and Archaeology*, edited by

- Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p.247, footnotes 4 and 7.
- m) Crispin Branfoot, “In a Land of Kings: Donors, Elites and Temple Sculpture”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p.261 footnote 1. And p. 262, footnote 13.
3. Verghese, Anila, *Archaeology, Art and Religion : New Perspectives on Vijayanagara* (New Delhi : Oxford University Press, 2000) in:
- a) Alexandra Mack’s *The Temple District of Vitthalapura*, in *New Light on Hampi: Recent Research at Vijayanagara*, Mumbai : Marg Publications 2001, edited by John M. Fritz and George Michell with photographs by Clare Arni, pp.22-39, on page 34.
 - b) Alexandra Mack’s *Spiritual Journey, Imperial City: Pilgrimage to the Temples of Vijayanagara*, New Delhi: Vedams, 2002, on pages 66, 107, 113, 120.
 - c) Crispin Branfoot’s, “Expanding Form: The Architectural Sculpture of the South Indian Temple CA 1500-1700”, *Artibus Asiae*, Vol. LXII, No. 2, 2003, pp.189-245, on page 233, footnote 57 and again on page 234, footnote 60.
 - d) Himanshu Prabha Ray’s “The Apsidal Shrine in Early Hinduism: Origins, Cultic Affiliation, Patronage”, in *World Archaeology: The Archaeology of Hinduism*, Vol. 36(3), September 2004, p.345.
 - e) John M.Fritz’s “A Study of the Bridge at Vitthalapura (NBs and NBx), in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part II, pp. 629.
 - f) Sinopoli, C.M. and Morrison, K.D., *The Vijayanagara Metropolitan Survey: Volume I* (Michigan: Anthropological Papers of the Museum of Anthropology, University of Michigan, 2007), p. 8.
 - g) Crispin Branfoot’s, *Gods on the Move: Architecture and Ritual in the South Indian Temple by Crispin Branfoot* (London: British Academy & Society for South Asian Studies, 2007), pp.3, 7, 13 and 164.
 - h) George Michell (Ed.)’s *Vijayanagara: Splendour in Ruins* (Ahmedabad: Mapin, and Alkazi Collection of Photography: New Delhi, London and New York, in association with UNESCO, 2008), p.233.
 - i) Catherine B. Asher and Cynthia Talbot’s, *India before Europe* (New Delhi: Cambridge University Press, 2008), p. 306.
 - j) Crispin Branfoot’s, “Imperial Frontiers: Building Sacred Space in Sixteenth-Century South India”, *Art Bulletin*, June 2008, Vol. XC, No. 2, p. 187.
 - k) Kathleen D. Morrison’s *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi:

- Manohar Publishers and the American Institute of Indian Studies, 2009, p. 75.
- l) Kathleen D. Morrison, *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2009, p. 75.
 - m) Cezary Galewicz, *A Commentator in Service of the Empire: S yana and the Royal Project of Commenting on the Whole of the Veda*. Vienna: Institut für Südasien-Tibet-und Buddhismuskundder, Universitat Wien and Motilal Banarsidass, New, 2009, p. 35, footnote 44.
 - n) Carla Sinopoli, “Vijayanagara Research: A Template for Interdisciplinary Scholarship on India’s Past”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 22, footnote 25.
 - o) Anna Dallapiccola, “Sculptures on the Great Platform at Vijayanagara”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 113, footnote 9.
 - p) Heidrun Brückner, “Sacred Kingship? Visual, literary and performative hints at the role of the king in the festival culture of Vijayanagara”, in *Wege Zum Heil(igen)? – Sakralität und Sakralisierung in hinduistischen Traditionen* [Ways to the Sacred (or Holy): Sacrality and Sacralisation in Hinduistic Tradition], edited by Karin Steiner. Wiesbaden: Harrassowitz, 2014, p. 108.
4. Verghese, Anila, *Monumental Legacy: Hampi* (New Delhi : Oxford University Press, 2001) in:
- a) George Michell (Ed.)’s, *Vijayanagara: Splendour in Ruins* (Ahmedabad: Mapin, and Alkazi Collection of Photography: New Delhi, London and New York, in association with UNESCO, 2008), p. 233.
 - b) Anthony Evenson’s PhD Dissertation, “Warrior King, Siva-Bhakta, Deity: Reconsidering Rama at Vijayanagara”.
 - c) John M. Fritz and George Michell (text) and Noshir Gobhal (photographs), *Hampi: A Story in Stone*. Mumbai: Eminence Designs Pvt. Ltd., 2009, p.196.
 - d) Jayaram Poduval, “The Translocation of Tamil Architecture to Vijayanagara – a Special Study”, in *Vijayanagara History, Art and Architecture: a guide book based on the Training Workshop conducted at Hampi in June 2009 (as part of the Indian Cultural Heritage Specialist Guide Programme)* New Delhi: UNESCO, 2010, pp. 61-70, footnote iii.
 - e) Carla Sinopoli, “Vijayanagara Research: A Template for Interdisciplinary Scholarship on India’s Past”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 22, footnote 25.

5. Verghese, Anila, "Court Attire of Vijayanagara (from a study of the Monuments), *Quarterly Journal of the Mythic Society*, 1991, pp.43-61, in:
 - a) Crispin Branfoot's "The Madurai Nayakas and the Skanda Temple at Tirupparankundram", *Ars Orientalis*, Vol. 33, 2003, Note 40, p.179.
 - b) Crispin Branfoot's, "Imperial Frontiers: Building Sacred Space in Sixteenth-Century South India", *Art Bulletin*, June 2008, Vol. XC, No. 2, p. 191.
 - c) Crispin Branfoot, "In a Land of Kings: Donors, Elites and Temple Sculpture", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p.261 footnote 3.

6. Dallapiccola, A.L. and Verghese Anila, "Ramayana Panels on the Gopura of the 'Old Shiva' Temple, Vitthalapura", in *Vijayanagara: Progress of Research, 1987-88*, ed. by D.V.Devaraj and C.S.Patil (Mysore: Directorate of Archaeology and Museums, 1991), pp.143-153 in:
 - a) Crispin Branfoot and Anna L. Dallapiccola's, "Temple Architecture in Bhatkal and the Ramayana Tradition in Sixteenth-Century Coastal Karnataka", *Artibus Asiae*, Vol. LXV, No. 2, 2005, p.300, footnote 63.
 - b) Sinopoli, C.M. and Morrison, K.D., *The Vijayanagara Metropolitan Survey: Volume 1* (Michigan: Anthropological Papers of the Museum of Anthropology, University of Michigan, 2007), p. 8.
 - c) Anna L. Dallapiccola, "Ramayana in Southern Indian Art: Themes and Variations", in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 193, footnote 11.

7. Verghese, Anila and Eigner, Dieter, "A Monastic Complex in Vitthalapura, Hampi-Vijayanagara", *Journal of South Asian Studies* (Vol.14, 1998, pp.127-140) in:
 - a) Alexandra Mack's *Spiritual Journey, Imperial City: Pilgrimage to the Temples of Vijayanagara*, New Delhi: Vedams, 2002, on pages 68, 107 .

8. Verghese, Anila, "A Rare Depiction of Nine Yogis in the Somesvara Temple, Ulsoor", *Journal of the Asiatic Society of Bombay*, Vol. 75 for 2000, pp.179-187:
 - a) in S.K.Aruni's *Yelahanka Nada Prabhugala Vastushipla – Shilpakale*. Bangalore: Bangalore University, 2007, p.37.
 - b) S.K.Aruni, "Art and Architecture of the Yelahanka Nada Prabhus, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 235, footnotes 1 and 4.

9. Anna L. Dallapiccola and Anila Verghese, "The "Ramanuja Temple" at Vitthalapura", *Journal of South Asian Studies*, Vol.17, 2001, pp.109-116, in:

- a) Anna L. Dallapiccola, “Ramayana in Southern Indian Art: Themes and Variations”, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 193, footnote 22.
10. Dallapiccola, A.L. and Verghese, Anila, “Narrative Reliefs of Bhima and Purushamriga in Vijayanagara Sculpture”, *Journal of South Asian Studies*, Vol.18, 2002, pp.73-76, in:
- a) Crispin Branfoot’s, “Expanding Form: The Architectural Sculpture of the South Indian Temple CA 1500-1700”, *Artibus Asiae*, Vol. LXII, No. 2, 2003, pp.189-245, on page 237, footnote 67 .
- b) Crispin Branfoot’s, “Imperial Frontiers: Building Sacred Space in Sixteenth-Century South India”, *Art Bulletin*, June 2008, Vol. XC, No. 2, p. 188.
11. Verghese, Anila, “Signing in the Name of a God: the Vijayanagara Experience” The Platinum Jubilee Volume of *Indica*, Vol. 38, 2001, Nos. 1 and 2, pp.87-94 in:
- b) C.T.M.Kotraiah’s “A Unique Sculpture of Virupaksha from Hampi” in *Vijayanagara: Archaeological Exploration, 1990-2000 – Papers in Memory of Channabasappa S. Patil*, edited by John M. Fritz, Robert P.Brubaker and Teresa P. Raezek, Two Parts. New Delhi: Manohar Publishers and the American Institute of Indian Studies, 2006, Part I, p.225.
- c) Anthony Evenson’s PhD Dissertation, “Warrior King, Siva-Bhakta, Deity: Reconsidering Rama at Vijayanagara”.
12. Verghese, Anila, ‘Vijayanagara in History and Memory’ in *Vijayanagara: Splendour in Ruins*, edited by George Michell. Ahmedabad: Mapin, and Alkazi Collection of Photography (New Delhi, London and New York, in association with UNESCO, 2008), in:
- Jayaram Poduval, “The Translocation of Tamil Architecture to Vijayanagara – a Special Study”, in *Vijayanagara History, Art and Architecture: a guide book based on the Training Workshop conducted at Hampi in June 2009 (as part of the Indian Cultural Heritage Specialist Guide Programme)* New Delhi: UNESCO, 2010, pp. 61-70, footnote iv.
13. Anila Verghese and Anna L. Dallapiccola, “Girija-kalyana Friezes in the Temple Art of the Gowdas of Yelahanka”, in *Prajnadhara: Essays in Asian Art History, Epigraphy and Culture - in honour of Gouriswar Bhattacharya*, edited by Gerd J.R. Mevissen and Arundhati Banerji (New Delhi: Kaveri Books, 2009, pp.236-241) in:
- a) S.K.Aruni, “Art and Architecture of the Yelahanka Nada Prabhus, in *South India under Vijayanagara: Art and Archaeology*, edited by Anila Verghese and Anna L. Dallapiccola. New Delhi: Oxford University Press, 2011, p. 235, footnote 3.