

# **REPORT FOR RE-ACCREDITATION**

## **PART I – INSTITUTIONAL DATA**



**ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE  
MUMBAI - 50**

**December 2009**



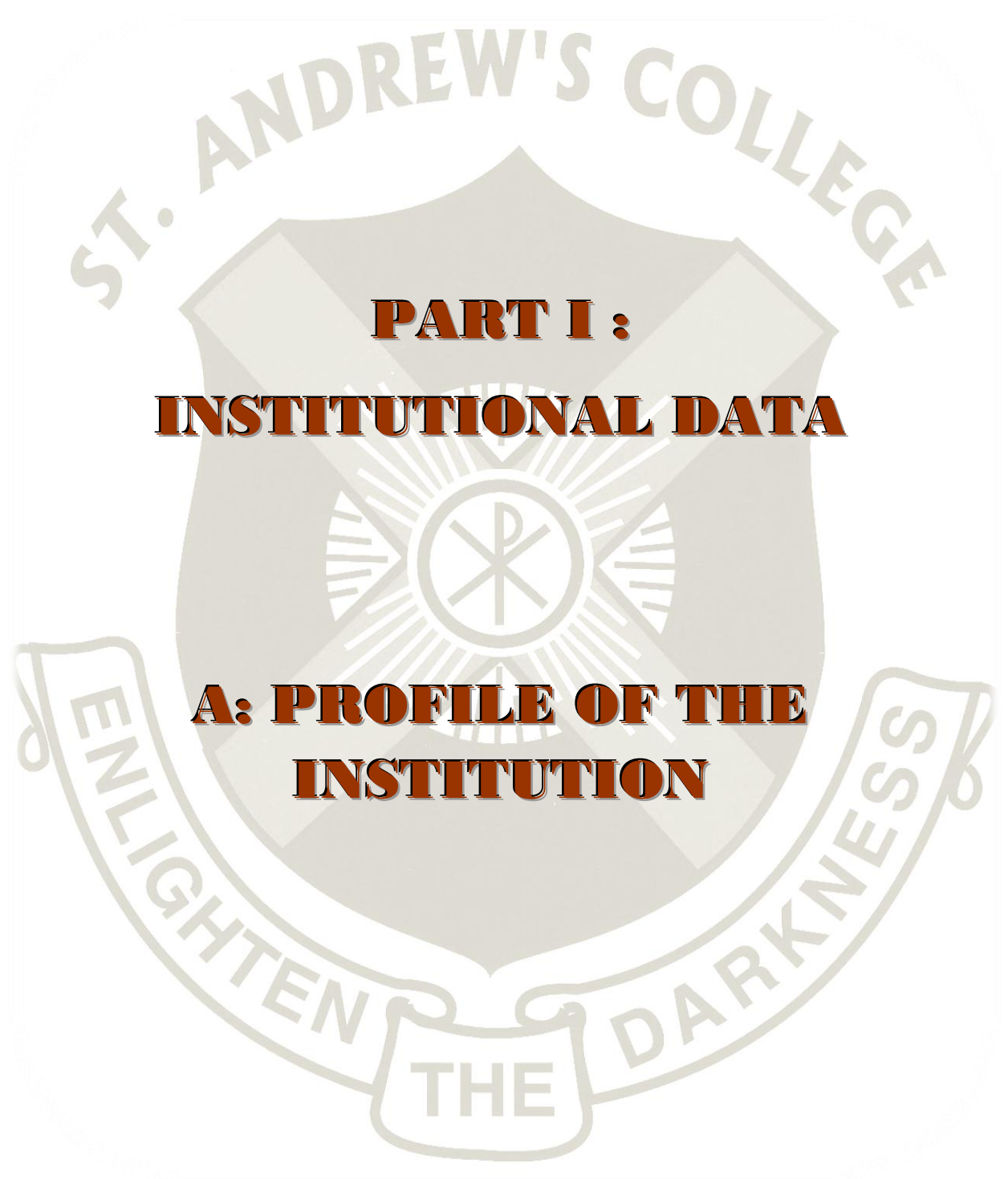
## **RAR PART I – INSTITUTIONAL DATA**

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**PART I :**  
**INSTITUTIONAL DATA**

**A: PROFILE OF THE  
INSTITUTION**

## RAR – PART I – INSTITUTIONAL DATA

### A. PROFILE OF THE INSTITUTION

#### **A. PROFILE OF THE INSTITUTION**

##### 1. Name and address of the college:

**NAME:** St. Andrew's College of Arts, Science and Commerce

**ADDRESS:** St. Dominic Road, Bandra (West),

**CITY** : Mumbai

**DISTRICT** : Mumbai

**STATE** : Maharashtra

**PIN CODE** : 400 050

**WEBSITE** : [www.standrewscollege.ac.in](http://www.standrewscollege.ac.in)

##### 2. For communication: Office:

NAME	AREA/ STD CODE	TEL. NO.	FAX NO.	E-MAIL
<b>PRINCIPAL :</b> Dr. Marie B. Fernandes	022 022	26401657 26428684	26556006	principal.st.andrews@gmail.com
<b>VICE-PRINCIPAL :</b> N.A.	--	--	--	--
<b>STEERING COMMITTEE COORDINATOR :</b> Dr. Kashmira P. Mody	022 022	26428684 26401657	26556006	dr.kashmiramody@gmail.com

##### 2. For communication: Residence:

NAME	AREA/ STD CODE	TEL. NO.	MOBILE NO.
<b>PRINCIPAL :</b> Dr. Marie B. Fernandes	022	24372002	9892771657
<b>VICE-PRINCIPAL : N.A.</b>	--	--	--
<b>STEERING COMMITTEE COORDINATOR :</b> Dr. Kashmira P. Mody	--	--	9967252705

## RAR – PART I – INSTITUTIONAL DATA

### A. PROFILE OF THE INSTITUTION

#### 3. Type of Institution:

- a. By management:**
- i. Affiliated college ☒
- ii. Constituent college ☐
- b. By funding:**
- i. Government ☐
- ii. Grant-in-aid ☒
- iii. Self-financed ☒
- iv. Any other ☐  
(Specify the type)
- c. By gender:**
- i. For Men ☐
- ii. For Women ☐
- iii. Co-education ☒

#### 4. Is it a recognized minority institution? Yes ☒ No ☐

If yes specify the minority status (Religious/linguistic/any other)

: Religious minority

Necessary supporting document: See Part I - Annexe 1.

#### 5. a) Date of establishment of the college:

Date	Month	Year
13	June	1983

#### b) University to which the college is affiliated

(If it is an affiliated college)

University of Mumbai

or which governs the college

(If it is a constituent college)

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## RAR – PART I – INSTITUTIONAL DATA

### A. PROFILE OF THE INSTITUTION

#### 6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	30-09-2003	--
ii. 12 (B)	30-09-2003	--

**Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act enclosed:** See Part I - Annexe 2.

#### 7. Does the University Act provide for autonomy of Affiliated /

**Constituent Colleges?** Yes ☒ No ☐

**If yes, has the college applied for autonomy?**

Yes ☐ No ☒

#### 8. Campus area in acres/sq.mts:

2 acres

#### 9. Location of the college: (based on Govt. of India census)

Urban ☒

Semi-urban ☐

Rural ☐

Tribal ☐

Hilly area ☐

Any other (specify) ☐

# RAR – PART I – INSTITUTIONAL DATA

## A. PROFILE OF THE INSTITUTION

### 10.Details of programmes offered by the institution: Data for 2008-9

Sl. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i	Under-graduate	F.Y.B.A.	1 Year	H.S.C.	English	240	203
	Under-graduate	S.Y.B.A.	1 Year	F.Y.B.A.	English	240	187
	Under-graduate	T.Y.B.A.	1 Year	S.Y.B.A.	English	240	173
	Under-graduate	F.Y.B.Com.	1 Year	H.S.C.	English	360	330
	Under-graduate	S.Y.B.Com.	1 Year	F.Y.B.Com.	English	360	300
	Under-graduate	T.Y.B.Com.	1 Year	S.Y.B.Com	English	360	286
	Under-graduate	F.Y.B.M.S.	1 Year	H.S.C.	English	120	120
	Under-graduate	S.Y.B.M.S.	1 Year	F.Y.B.M.S.	English	120	124
	Under-graduate	T.Y.B.M.S.	1 Year	S.Y.B.M.S.	English	120	114
	Under-graduate	F.Y.B.M.M.	1 Year	H.S.C.	English	60	60
	Under-graduate	S.Y.B.M.M.	1 Year	F.Y.B.M.M.	English	60	59
	Under-graduate	T.Y.B.M.M.	1 Year	S.Y.B.M.M.	English	60	60
	Under-graduate	F.Y.B.Sc.(I.T.)	1 Year	H.S.C.	English	60	60
	Under-graduate	S.Y.B.Sc.(I.T.)	1 Year	F.Y.B.Sc.(IT)	English	60+6*	66
	Under-graduate	T.Y.B.Sc.(I.T.)	1 Year	S.Y.B.Sc.(IT)	English	66	61
	Under-graduate	F.Y.B.Com.(A&F)	1 Year	H.S.C.	English	60	60
	Under-graduate	S.Y.B.Com.(A&F)	1 Year	F.Y.B.Com.(A&F)	English	60	63
	Under-graduate	T.Y.B.Com.(A&F)	1 Year	S.Y.B.Com.(A&F)	English	60	45
	Under-graduate	F.Y.B.Sc.(H.S.)	1 Year	H.S.C.	English	60+6#	66
	Under-graduate	S.Y.B.Sc.(H.S.)	1 Year	F.Y.B.Sc.(H.S.)	English	66	27

\*At S.Y.B.Sc.(I.T.) 6 more students with Diploma in Engineering are allowed to be admitted

#At F.Y.B.Sc.(H.S.) 6 more students are allowed to be admitted taking into consideration the withdrawals

## RAR – PART I – INSTITUTIONAL DATA

### A. PROFILE OF THE INSTITUTION

**Details of programmes offered by the institution: during 2008-9.**

Sl. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
ii	Post-graduate	--	--	--	--	--	--
Iii	M.Phil	--	--	--	--	--	--
Iv	Ph. D.	--	--	--	--	--	--
V	Certificate course	M.S. Office	3 months	H.S.C.	English	60	20
Vi	UG Diploma	Hotel Management	1 year	H.S.C.	English	60	60
Vii	PG Diploma	--	--	--	--	--	--
viii	Any Other (specify)	Theology	3 months	H.S.C.	English	120	106

#### 11. List the departments:

<b>SCIENCE</b>
Departments: Information Technology
<b>ARTS</b>
Departments: English, Economics, Sociology, Psychology, History, B.M.M. , Hospitality Studies
<b>COMMERCE</b>
Departments: Accountancy, Commerce, B.M.S., B.Com. (A&F) & B.Com. (B&I)*
<b>ANY OTHER (SPECIFY)</b>
Departments: --

\*from 2009-2010 B.Com.(Banking & Insurance) - BBI

#### 12. Unit Cost of Education – 2008-9

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

##### Overall Unit Cost:

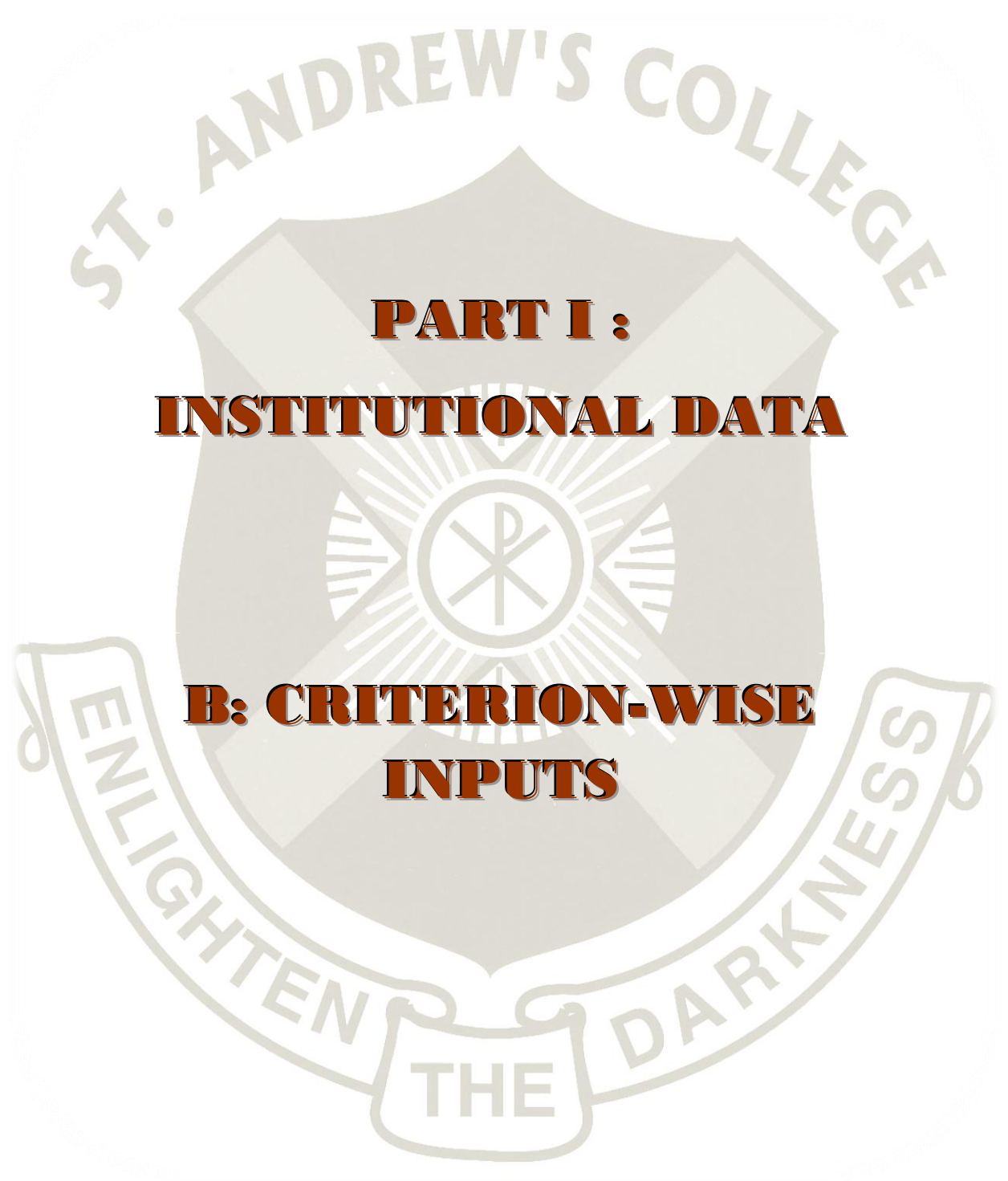
- (a) Including the salary component = Rs. 12,190.00  
(b) Excluding the salary component = Rs. 4,882.00

##### Aided Courses:

- (a) Including the salary component = Rs. 11,035.00  
(b) Excluding the salary component = Rs. 2,216.00

##### Self financed Courses:

- (a) Including the salary component = Rs. 13,925.00  
(b) Excluding the salary component = Rs. 10,568.00



**PART I :**  
**INSTITUTIONAL DATA**

**B: CRITERION-WISE  
INPUTS**

**CRITERION I: CURRICULAR ASPECTS**

**1. Does the College have a stated**

**Vision**      Yes ☒      No ☐

**Mission**    Yes ☒      No ☐

**Objectives** Yes ☒      No ☐

**2. Does the college offer self-financed Programmes?**

Yes ☒      No ☐

**If yes, how many?**

**FIVE \***

\* Plus One = Six (Introduced B.Com.(Banking&Insurance) in 2009-10)

**Fee charged for each programme**

(include Certificate , Diploma, Add-on courses etc.)

SL. NO.	PROGRAMME (Aided)	FEE CHARGED (in Rs.)
1	<b>B.A.:</b> F.Y.B.A.	Rs.4280/-
	S.Y.B.A.	Rs.3645/-
	T.Y.B.A.	Rs.3470/-
2	<b>B.Com.:</b> F.Y.B.Com.	Rs.4280/-
	S.Y.B.Com.	Rs.3645/-
	T.Y.B.Com. (inclusive of DIT and CS fees)	Rs.4545/-

DIT : Direct and Indirect Taxation

CS : Computer Systems and Applications

SL. NO.	PROGRAMME (Self-financed)	FEE CHARGED(in Rs.)
1	<b>B.M.S.:</b> F.Y.B.M.S.	Rs.16550/-
	S.Y.B.M.S.	Rs.14565/-
	T.Y.B.M.S.	Rs.13434/-
2	<b>B.M.M.:</b> F.Y.B.M.M.	Rs.17300/-
	S.Y.B.M.M.	Rs.16565/-
	T.Y.B.M.M.	Rs.13770/-
3	<b>B.Sc.(I.T.):</b> F.Y.B.Sc.(I.T.)	Rs.23010/-
	S.Y.B.Sc.(I.T.)	Rs.22615/-
	T.Y.B.Sc.(I.T.)	Rs.22320/-
4	<b>B.Com.(A&amp;F):</b> F.Y.B.Com.(A&F)	Rs.17650/-
	S.Y.B.Com.(A&F)	Rs.16965/-
	T.Y.B.Com.(A&F)	Rs.15670/-
5	<b>B.Sc.(H.S.):</b> F.Y.B.Sc.(H.S.)	Rs.44190/- *
	S.Y.B.Sc.(H.S.)	Rs.41970/- *

\*For uniforms, kits, journals and additional facilities fees are charged on cost basis.

**RAR – PART I – B. CRITERION-WISE INPUTS**

**CRITERION I: CURRICULAR ASPECTS**

SL. NO.	PROGRAMME (Certificate / Diploma / Add-on)	FEE CHARGED (in Rs.)
1	Theology	Nil
2	Money Management	Rs.2,500/-
3	Hotel Management	Rs.18,000/-
4	M.S. Office	Rs.1,500/-

**3. Number of Programmes offered under:**

a. Annual system

Three

b. Semester system

Four

plus B.Com.(B&I)\*

c. Trimester system

NIL

\*from 2009-2010

**4. Programmes with:**

a. Choice based credit system

Yes ☐

No ☒

Number

---

b. Inter/multidisciplinary approach

Yes ☐

No ☒

Number

--

c. Any other, specify

Yes ☒

No ☐

Number

Two

i. Value Education Programme

ii. A.C.M.E. (Andean Co-curricular Movement for Enrichment)

**5. Are there Programmes where assessment of teachers by students is practiced?**

Yes ☒

No ☐

Number

Seven

**6. Are there Programmes taught only by visiting faculty?**

Yes ☒

No ☐

Number

01\*

\*Value Education Programme

# RAR – PART I – B. CRITERION-WISE INPUTS

## CRITERION I: CURRICULAR ASPECTS

### 7. New programmes introduced during the last five years:

UG	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Number	One
PG	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Number	--
Others (specify)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Number	--

### 8. How long does it take for the institution to introduce a new programme within the existing system?

Two years

### 9. Does the institution develop and deploy action plans for effective implementation of the curriculum? Yes ☒ No ☐

### 10. Was there major syllabus revision during the last five years?

Yes ☒ No ☐

If yes, indicate the number:

Aided courses	:	52
Self-financed courses	:	76
<b>TOTAL</b>	:	<b>128</b>

### 11. Is there a provision for Project work etc. in the programme?

Yes ☒ No ☐

If yes, indicate the number.

07

### 12. Is there any mechanism to obtain feedback on curricular aspects from

a. Academic Peers Yes ☒\* No ☐

b. Alumni Yes ☐ No ☒

c. Students Yes ☒\* No ☐

d. Employers Yes ☐ No ☒

e. Any other Yes ☐ No ☒

\* Informal

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION II: TEACHING-LEARNING AND EVALUATION**

**CRITERION II:**  
**TEACHING-LEARNING AND EVALUATION**

**1. How are students selected for admission to various courses?**

- a) **Through an entrance test developed by the institution** ☒\*
- b) Common entrance test conducted by the University/Government ☐
- c) Through interview ☐
- d) Entrance test and interview ☐
- e) **Merit at the previous qualifying examination** ☒#
- f) **Any other (specify)** ☒^  
*(If more than one method is followed, kindly specify the weightages)*

\* As recommended by University of Mumbai for self-financing courses up to 2006-7.

# For all courses and self-financing courses post 2006-2007.

^ In-house Junior College students are automatically granted admission for B.A. and B.Com. programmes according to University of Mumbai rules. The remaining seats are filled in on merit.

**2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year (2008-2009)**

Programmes UG	Open Category		SC/ST Category		Any Other (specify) Religious Minority	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.A.	82.33	40.83	68.80	41.00	81.30	48.17
B.Com.	82.83	68.50	68.00	49.33	82.60	68.83
B.M.S.	85.83	71.17	71.50	43.33	83.33	65.00
B.M.M.	82.67	67.33	53.33	51.50	76.83	71.83
B.Sc.(I.T.)	94.00	67.00	59.00	45.00	82.00	74.00
B.Com.(A&F)	77.50	63.67	-	-	80.20	74.67
B.Sc.(H.S.)	76.81	58.17	57.50	-	59.17	50.67

**3. Number of working days during the last academic year (2008-2009)**

238

**4. Number of teaching days during the last academic year (2008-2009)**

178

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION II:TEACHING-LEARNING AND EVALUATION**

**5. Number of positions sanctioned and filled: (2008-2009)**

(i)

Teaching #	Sanctioned	Filled
	26	18 Full Time (Aided)
		02 Full Time (Contractual)
		06 Clock Hour Basis (Contractual)

**Non-teaching @**

Sanctioned	Filled
50	32 + 17*

**Technical**

--	--
----	----

\* 08 teaching staff members and 17 non-teaching staff were appointed by the Management.

# The difference between sanctioned and filled in posts is due to non-issuance of N.O.C. by the Joint Director (Higher Education).

@ Non-teaching staff is sanctioned on the combined strength of Junior and Degree College students.

(i) The above data refers to the aided courses. The posts for these courses requires a sanction from the Office of the Joint Director (Higher Education)

(ii) The teaching staff requirement for self-financed courses (SFC) is prescribed by the University of Mumbai. For 2008-09 the prescribed number was 14. The posts filled were 11. In addition we had 104 visiting faculty.

**6. a. Number of regular and permanent teachers (gender-wise): (2008-2009)**

<b>Professors / Principal</b>	M	--	F	<b>01</b>
<b>Readers</b>	M	--	F	<b>03</b>
<b>Selection Grade</b>	M	<b>01</b>	F	<b>02</b>
<b>Sr. Grade lecturers</b>	M	--	F	<b>04</b>
<b>Lecturers</b>	M	--	F	<b>05</b>
<b>Librarian</b>	M	--	F	<b>01</b>
<b>Total</b>	M	<b>01</b>	F	<b>16</b>

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION II:TEACHING-LEARNING AND EVALUATION**

**b. Number of temporary teachers (gender-wise): (2008-2009)**

Lecturers – Full- time	M	01	F	--
Lecturers – Part- time	M	--	F	--
Lecturers (Management appointees) - Full time	M	A: 01 SFC: 03	F	A: 02 SFC:08
Lecturers (Management appointees) - Part time	M	--	F	--
Any other (CHB)	M	A: 01	F	A: 04
<b>Total</b>	<b>M</b>	<b>06</b>	<b>F</b>	<b>14</b>

**c. Number of full-time teachers: (2008-2009)**

<b>From the same state</b>	Aided	:F=16 M=3
	Self-financed courses:	F=07 M=3
<b>From other states</b>	Aided	:F=01
	Self-financed courses	:F=01

M=Male; F=Female

A= Aided Courses; SFC = Self Financed Courses

**7.**

**a. Number of qualified/ permanent teachers and their percentage to the total number of faculty**

Number (for aided courses)	%
17	65.38

**b. Teacher: student ratio**

**Regular  
programmes**  
(B.A. and B.Com.)

FOR COMPULSORY SUBJECTS 1:120  
FOR OPTIONS IT IS VARIABLE 1:20 and above

**Self-financed courses**

1:60

**c. Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength**

Aided & Self Financed Courses	Number	%
	08	25.81%

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION II: TEACHING-LEARNING AND EVALUATION**

**d. Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength**

	Number	%
Aided & Self Financed Courses	09	29.03%

\*Percentage refers to the qualified staff

**e. Percentage of the teachers who have completed UGC, NET and SLET exams**

	Number	%
	10*	32.26%

\* of 17 permanent faculty of the aided staff, 08 members were not required to appear for NET or SLET examinations as they were appointed prior to the rule requiring faculty to be NET/SLET qualified before their appointment or confirmation.

**f. Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years (2004-5 - 2008-9)**

Aided course faculty	:	38.46%
Self-financed course faculty	:	9.19%
<b>Overall</b>	<b>:</b>	<b>29.73%</b>

**g. Number of faculty development programmes availed by teachers (last five years) - (2004-5 - 2008-9)**

PROGRAMMES	2004-5	2005-6	2006-7	2007-8	2008-9
UGC /FIP	01	02	01	01	01
Refresher	03	02	01	04	02
Orientation	NIL	01	03	NIL	NIL
Any Other (Seminars, Workshops attended)	13	10	15	15	16

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION II:TEACHING-LEARNING AND EVALUATION**

**h. Number of faculty development programmes organized by the college during the last five years - (2004-5 - 2008-9)**

PROGRAMMES	2004-5	2005-6	2006-7	2007-8	2008-9
Seminars / workshops / symposia on curricular development, teaching- learning, assessment, etc.	03	02	03	01	08
Research management	NIL	NIL	NIL	01	NIL
Invited / endowment lectures	NIL	NIL	NIL	NIL	NIL
Any other (specify): i) Academic Audit	---	01	01	01	01

**8. Number and percentage of the courses where predominantly the lecture method is practiced.**

Number	%
7	100

**9. Does the college have the tutor-ward system? Yes ☒ ^ No ☐**  
 ^ we have a mentoring system

**If yes, how many students are under the care of a teacher?**

Aided: 20-120  
SFC : 60-80

**10. Are remedial programmes offered? Yes ☒ No ☐**

Number 18

**11. Are bridge courses offered? Yes ☐ No ☒**

Number --

**12. Are there Courses with ICT-enabled teaching-learning**

Yes ☒ No ☐

Number 07

**13. Is there a mechanism for:**

**a. Self appraisal of** Yes ☒ No ☐

**b. Student assessment of faculty performance? Yes ☒ No ☐**

**RAR – PART I – B. CRITERION-WISE INPUTS**

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**CRITERION II:TEACHING-LEARNING AND EVALUATION**

**c. Expert /Peer assessment of faculty performance?**

Yes ☒\* No

☐

\*Assessment of faculty is done by expert/s at the Annual Academic Audit.

**14. Do the faculty members perform additional administrative work?**

Yes ☒ No ☐

**If yes, the average number of hours spent by the faculty per week**

Minimum : 2 hours Maximum : 6 hours
--

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

**CRITERION III:**  
**RESEARCH, CONSULTANCY AND EXTENSION**

- 1. How many teaching faculty are actively involved in research?  
(Guiding student research, managing research projects etc.,)**

	Number	% of total
Aided	01	3.85%
Self Financed	NIL	

- 2. Research collaborations:**

**a) National** Yes ☐ No ☒

**If yes, how many?**

**b) International** Yes ☐ No ☒

**If yes, how many?**

- 3. Is the faculty involved in consultancy work?** Yes ☐ No ☒

\*

If yes, consultancy earnings/year (average of last two years may be given)

NIL

\*One staff member renders honorary services

- 4. a. Do the teachers have ongoing/ completed research projects?**

Yes ☐ No ☒\*

**If yes, how many?**

<b>On going</b>	-----
<b>Completed</b>	-----

\*During the current academic year two faculty members, that is, Principal Dr. M. Fernandes and Dr. K. P.Mody have ongoing projects.

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

**b. Provide the following details about the ongoing research projects:**

Major projects	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--	Agency	--	Amt.	--
Minor projects	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--	Agency	--	Amt.	--
College Projects	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--	Department	--	Amt.	--
Industry sponsored	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--	Industry	--	Amt.	--
Any other (specify)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	--	*	--	Amt.	--
No. of student research projects	<b>Yes</b>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	(a) (b)	Department	--	Amt.	--

\* T.Y.B.Com.(A&F) students have undertaken projects for Citizen Credit Co-op. Bank Ltd., Mumbai during 2009

(a) As per University requirements all departments carry out project as part of the curriculum.

(b) Six Voluntary projects have been undertaken, 01 under Principal Dr. M. Fernandes and 05 under Prof. J. Coelho.

**5. Research publications:**

International journals	<b>Yes</b>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>03</b>
National journals – refereed papers	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	
College journal	<b>Yes</b>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>02*</b>
Books	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	
Abstracts	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Number	
Any other (Text-books)	<b>Yes</b>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	<b>12**</b>
Awards, recognition, patents etc. if any (specify)						

\* plus 02 in 2009-2010

\*\* plus 09 in 2009-2010.

**6. Has the faculty**

**a) Participated in Conferences?**

**Yes** ☒ **No** ☐

Number of Faculty

06

13

**RAR – PART I – B. CRITERION-WISE INPUTS**

**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

Number of Conferences

**b) Presented research papers in Conferences? Yes ☒ No ☐**

Number of Faculty

03

Number of Papers

07

**7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years) – 2007-8 and 2008-9**

15

**8. Number of regular extension programmes organized by NSS and NCC etc. (average of last two years) – 2007-8 and 2008-9**

NSS	NCC
6.5	NIL

**9. Number of NCC Cadets/units\***

<b>M</b>	01	<b>F</b>	NIL	<b>Unit</b>	NIL
----------	----	----------	-----	-------------	-----

\* The college does not have a NCC Unit hence the student (Laukeek Bornare – B.Sc.(I.T.)) enrolled in another College Unit.

**10. Number of NSS Volunteers/units**

**2007-2008:**

<b>M</b>	07	<b>F</b>	45	<b>Unit</b>	01
----------	----	----------	----	-------------	----

**2008-2009:**

<b>M</b>	35	<b>F</b>	45	<b>Unit</b>	01
----------	----	----------	----	-------------	----

**RAR – PART I –B. CRITERION-WISE INPUTS**  
**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**CRITERION IV:**  
**INFRASTRUCTURE AND LEARNING RESOURCES**

1. (a) Campus area in acres 2 acres
- (b) Built up area in Sq. Meters  
(\*1 sq.ft. = 0.093 sq.mt) 8785.31 Sq. mts.

2. Working hours of the Library

- (a) On working days 7.30 a.m. - 5.00 p.m.
- (b) On holidays Remains closed
- (c) On examination days 7.30 a.m. - 5.00 p.m.

\*Library remains closed after 5 p.m. However if students demand, reading space is provided in the class rooms.

3. Average number of faculty visiting the library/day (average for the last two years) – 2007-2008 and 2008-2009

05

4. Average number of students visiting the library/day  
(average for the last two years) – 2007-2008 and 2008-2009

300

5. Number of journals subscribed by the institution

75

6. Does the library have the open access system? Yes ☒ No ☐

**RAR – PART I –B. CRITERION-WISE INPUTS**  
**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**7. Total collection (Number)**

	<b>Titles</b>	<b>Volumes</b>
<b>a. Books</b>	14889	23889
<b>b. Textbooks</b>	446	1512
<b>c. Reference books</b>	716	1377
<b>d. Magazines</b>	22	-----

**e. Current journals**

**Indian journals**

49

**Foreign journals**

04

**f. Peer- reviewed journals**

07

**g. Back volumes of journals**

519

**h. E-resources**

**CDs/ DVDs**

308

**Databases**

04

**Online journals**

04

**Audio- visual resources**

26

**i. Special collections (numbers)**

**Repository**

Yes ☐

**No** ☒

**(World Bank , OECD, UNESCO etc.)**

Number

--

**Interlibrary borrowing facility**

Yes ☒

No ☐

Number

02

**Materials acquired under special schemes (2007-08)**

**(UGC, DST etc. )**

Yes ☒

No ☐

Number

60

**RAR – PART I –B. CRITERION-WISE INPUTS**

**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**Materials for Competitive examinations including  
Employment news, Yojana etc.**

Books 102 Magazines/Newspapers 04

**Book Bank** Yes ☒ No ☐ Number 500

**Braille materials** Yes ☐ No ☒ Number --

**Manuscripts** Yes ☐ No ☒ Number --

**Any other (specify)** Yes ☐ No ☒ Number --

**8. Number of books/journals / periodicals added during the last  
two years and their total cost**

	2007-2008		2008-2009	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books	218	44111/-	472	71471/-
Reference Books	101	93155/-	237	30987
Other books	2649	610143/-	2712	228017/-
Journals/Periodicals	55	54393/-	75	58075/-
Encyclopaedia	08	20527/-	16	37297/-
Any other(specify)	-----	-----	-----	-----

**9. Mention the:**

**Total carpet area of the Central Library (in sq. ft)** 7251sq.ft.

**Number of departmental libraries** 07

**Average carpet area of the departmental libraries** NA

**Seating capacity of the Central Library ( Reading room)** 190

**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**10. Status of Automation of the Library**

Not initiated

--

Fully automated

--

Partially automated

Yes\*

\*Shortly will be fully automated on completion of bar-coding.

**11. Percentage of library budget in relation to the total budget  
(2008-09)**

8.04%

**12. Services/facilities available in the library (If yes, tick in the  
box)**

Circulation

√

Clipping

√

Bibliographic compilation

X

Reference

√

Reprography

√

Computer and Printing

√

Internet

√

Inter-library loan

√

Power back up

X

Information display and notification

√

User orientation /information literacy

√

Any other (specify)

Current Awareness Service

**13. Average number of books issued/returned per day**

66

**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**14. Ratio of library books to the number of students enrolled**

(2008-2009)

23889 : 2464

9.70 : 1

**15. Computer Facilities**

Number of computers in the college

103

Number of Departments with computer facilities

Central Computer  
Laboratory used by all  
departments

Central computer facility (Number of terminals)

04

Budget allocated for purchase of computers during the  
last academic year

Rs.4 lakhs

Amount spent on maintenance and upgrading of computer  
facilities during the last academic year

Rs.33,377/

Internet Facility, Connectivity

Dial-up	Broadband	Any other
-----	MTNL	(Cable Net) Reliance

Number of nodes/ computers with Internet facility

80

**16. Is there a Workshop/Instrumentation Centre?**

Yes	No	Available from the year
	X	Not applicable

**17. Is there a Health Centre?**

Yes	No	Available from the year
	X	Not applicable

In case of any emergency we have an understanding with the neighbouring Holy Family Hospital.

**RAR – PART I –B. CRITERION-WISE INPUTS**  
**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

**18. Is there Residential accommodation for:**

**Faculty** Yes ☐ **No** ☒\*

**Non-teaching staff** Yes ☐ **No** ☒

\*College provides residential facility for to the Principal on campus.

**19. Are there student Hostels?** Yes ☐ **No** ☒

**If yes, number of students residing in hostels**

Not Applicable

**Male** Yes ☐ **No** ☒ Number

-----

**Female** Yes ☐ **No** ☒ Number

-----

**20. Is there a provision for:**

**a) Sports fields** Yes ☒ **No** ☐

**b) Gymnasium** Yes ☒ **No** ☐

**c) Womens' rest rooms** Yes ☒ **No** ☐

**d) Transport** Yes ☐ **No** ☒

**e) Canteen/Cafeteria** Yes ☒ **No** ☐

**f) Students centre** Yes ☐ **No** ☒\*

**g) Vehicle parking facility** Yes ☒ **No** ☐

\*students have common rooms

**RAR – PART I - B. CRITERION-WISE INPUTS**

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**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**CRITERION V:**

**STUDENT SUPPORT AND PROGRESSION**

**1. a. Student strength: (i) 2007-2008**

<b>Student Enrollment</b>	<b>UG</b>				<b>Self-funded</b>		
	<b>M</b>	<b>F</b>	<b>T</b>		<b>M</b>	<b>F</b>	<b>T</b>
Number of students from the same State where the college is located	<b>984</b>	<b>1353</b>	<b>2337</b>	<b>PG</b>	<b>439</b>	<b>394</b>	<b>833</b>
				<b>M.Phil.</b>			
				<b>Ph.D.</b>			
Number of students from other States	<b>21</b>	<b>27</b>	<b>48</b>	<b>Diploma / Certificate</b>	<b>31</b>	<b>22</b>	<b>53</b>
Number of NRI students	<b>08</b>	<b>04</b>	<b>12</b>		<b>Nil</b>	<b>Nil</b>	<b>Nil</b>
Number of foreign students	<b>Nil</b>	<b>2</b>	<b>2</b>	<b>N.A.</b>	<b>Nil</b>	<b>01</b>	<b>01</b>

**M = Male, F = Female, T = Total**

**RAR – PART I - B. CRITERION-WISE INPUTS**  
**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**Student strength: (ii) 2008-2009**

<b>Student Enrollment</b>	<b>UG</b>				<b>Self-funded</b>		
	<b>M</b>	<b>F</b>	<b>T</b>		<b>M</b>	<b>F</b>	<b>T</b>
Number of students from the same State where the college is located	<b>989</b>	<b>1343</b>	<b>2332</b>	<b>PG</b>	<b>470</b>	<b>453</b>	<b>923</b>
				<b>M.Phil.</b>			
				<b>Ph.D.</b>			
Number of students from other States	<b>43</b>	<b>45</b>	<b>88</b>	<b>Diploma / Certificate</b>	<b>30</b>	<b>28</b>	<b>58</b>
Number of NRI students	<b>21</b>	<b>19</b>	<b>40</b>		<b>01</b>	<b>01</b>	<b>02</b>
Number of foreign students	<b>NIL</b>	<b>04</b>	<b>04</b>	<b>N.A.</b>	<b>NIL</b>	<b>02</b>	<b>02</b>

**M = Male, F = Female, T = Total**

**b. Dropout rate in UG and PG**

**(average for the last two batches) - 2007-2008 and 2008-2009**

<b>UG</b> (B.A. and B.Com.)*	<b>Number</b>	<b>%</b>
	2007-2008 = 12 2008-2009 = 29 Total = 41	0.84%
<b>PG</b>	<b>N.A.</b>	<b>N.A.</b>

\* There are no dropouts in the Self Financed Courses

**RAR – PART I - B. CRITERION-WISE INPUTS**  
**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**2. Financial support for students: (last year) – 2008-2009**

	<b>Amount</b>	<b>Number</b>
<b>Endowments</b>	----	----
<b>Freeships</b>	1. Bishop Longinus 27	Rs.51,815/-
	2. Dr. Irene Iyer 12	Rs.57,916/-
	<b>TOTAL</b>	<b>Rs.1,09,731/-</b>
<b>Scholarship (government) SC/ST</b>	23	Rs.1,60,050/-
<b>Scholarship (Central government) Minority</b>	33	Rs.4,13,090/-
<b>Scholarship (institution)</b>	55	Rs.24,050/-
<b>Number of loan facilities</b>	NIL*	-----
<b>Any other financial support (Specify)</b>	NIL@	-----

\* Students obtain loans from the banks. They are provided with necessary documents for securing loans.

@ We allow the financially challenged students to pay fees in instalments.

**3. Does the college obtain feedback from students on their campus experience?**

Yes ☒ No ☐

**RAR – PART I - B. CRITERION-WISE INPUTS**  
**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**4. Major cultural events (data for last year ) – 2008-2009**

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
<b>Inter-collegiate</b>	√	--	05	√		14
<b>Inter-university</b>	--	--	----	--	--	--
<b>National</b>	--	--	----	--	--	--
<b>International Cultural</b>	--	--	----	√		01*
<b>Any other (specify)</b> Sports (Hockey)	√	--	02 (Men and Women)	√		07 (Men) 05 Women)

\*One student was selected from Asia-Pacific Region for the U.S. based Fusion Arts Exchange Programme for Music Competitions and Performance for Outstanding Musicians at North Eastern University, U.S.A.

**5. Examination Results (data of past five years) 2004-5 to 2008-9**

Results	UG					PG
	2004-5	2005-6	2006-7	2007-8	2008-9	
	Pass Percentage					
TYBA	97.79	97.06	98.63	98.03	92.77	M.Phil.
TYBCom	89.67	86.79	91.00	96.55	90.26	
TYBMS	87.15	86.23	69.44	76.66	87.17	N.A.
TYBMM	98.33	100	98.48	98.15	100	
TYBSc-IT	75.00	84.00	70.49	73.68	78.68	
TYBCom (A&F)	---	94.00	89.74	96.00	93.33	

**RAR – PART I - B. CRITERION-WISE INPUTS**

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**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

Results	UG					PG  M.Phil.   N.A.
	2004-5	2005-6	2006-7	2007-8	2008-9	
	Number of first classes					
TYBA	39	33	17	55	36	
TYBCom	105	133	143	154	119	
TYBMS	59	65	57	69	68	
TYBMM	34	34	42	25	24	
TYBSc-IT	20	30	33	31	36	
TYBCom (A&F)	---	02	08	06	39	

Results	UG					PG  M.Phil.   N.A.
	2004-5	2005-6	2006-7	2007-8	2008-9	
	Number of distinctions					
TYBA	NIL	NIL	NIL	NIL	01	
TYBCom	06	28	12	25	27	
TYBMS	32	13	10	14	29	
TYBMM	21	23	16	24	34	
TYBSc-IT	04	03	02	01	NIL	
TYBCom (A&F)	---	14	18	16	NIL	

Results	UG					PG  M.Phil.   N.A.
	2004-5	2005-6	2006-7	2007-8	2008-9	
	Ranks(if any)					
TYBA	---	---	01	---	---	
TYBCom	---	---	01	01	01	
TYBMM	---	01	---	---	---	
TYBCom (A&F)	---	01	---	---	---	

**RAR – PART I - B. CRITERION-WISE INPUTS**  
**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

**6. Number of overseas programmes on campus and income earned:**

Number	Amount	Agency
Nil	Not Applicable	Not Applicable

**7. Number of students who have passed the following examinations during the last five years:**

	2004-5	2005-6	2006-7	2007-8	2008-9
NET	--	--	--	--	--
SLET	--	--	--	--	--
CAT	Few students do appear but data not available				
TOEFL	Few students do appear but data not available				
GRE	Few students do appear but data not available				
GMAT	Few students do appear but data not available				
Civil services (IAS / IPS/IFS)	--	--	--	--	--
Defence Entrance	--	--	--	--	--
Other services	--	--	--	--	--
Any other (specify)	--	--	--	--	--

**8. Is there a Student Counselling Centre?** Yes ☒ No ☐

**9. Is there a Grievance Redressal Cell?** Yes ☒ No ☐

**10. Does the college have an Alumni Association?**

Yes ☒ No ☐ Formed in the year:

**11. Does the college have a Parent-teachers Association?**

Yes ☐ No ☒ \* Formed in the year

\*Parents are always welcome to interact with the Principal, Dean and faculty.

Parents of students who are deficient in attendance and academic performance are called for a meeting with the faculty, Dean and Principal.

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION VI: GOVERNANCE AND LEADERSHIP**

**CRITERION VI:**  
**GOVERNANCE AND LEADERSHIP**

**1. Has the institution appointed a permanent Principal?**

Yes ☒ No ☐

**If Yes, denote the qualifications**

M.A., D.H.E., Ph.D.

**If No, for how long has the position been vacant?**

N.A.

**2. Number of professional development programmes held for the  
Non-teaching staff (last two years)**

2007-8: Nil\*

2008-9: Nil\*

\* Office staff members are deputed to attend workshops organised by  
the Joint Director (Higher Education)

**3. Financial resources of the college (approximate amount) -  
Last year's data – (2008-2009)**

**Grant-in-aid**

Rs.2,11,47,645/-

**Fee from aided courses**

Rs.49,40,469/-

**Donation**

NIL

**Fee from Self-funded courses**

Rs.1,22,92,312/-

**Any other (specify)\***

NIL

\*Management contribution as and when required.

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION VI: GOVERNANCE AND LEADERSHIP**

**4. Statement of Expenditure ( for last two years) –  
(2007-8 and 2008-9)**

Item		2007-8		2008-9	
		A	SFC	A	SFC
<b>1</b>	<b>% spent on the salaries of faculty</b>	55.64%	58.59%	54.92%	30.88%
<b>2</b>	<b>% spent on the salaries of non-teaching employees including contractual workers</b>	26.60%	08.05%	24.99%	05.32%
<b>3</b>	<b>% spent on books and journals</b>	02.16%	08.48%	02.07%	04.58%
<b>4</b>	<b>% spent on Building development</b>	<b>* SPENT BY THE MANAGEMENT</b>			
<b>5</b>	<b>% spent on hostels, and other student amenities</b>	01.74%	00.68%	01.95%	01.79%
<b>6</b>	<b>% spent on maintenance - electricity, water, telephones, infrastructure</b>	09.78%	13.55%	08.98%	50.22%
<b>7</b>	<b>% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.</b>	01.55%	03.63%	01.28%	02.66%
<b>8</b>	<b>% spent on research, seminars, etc.</b>	*		*	
<b>9</b>	<b>% spent on miscellaneous expenditure</b>	<b>02.50%</b>	<b>07.00%</b>	<b>05.77%</b>	<b>04.52%</b>

Note: The institution has provided the details regarding the above table as per the heads of accounts being maintained. However, care has been taken to cover the above items.

\* Included in Academic activities –Item No.7 and also from UGC wherever permitted.

A = Aided, SFC = Self-financed courses

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION VI: GOVERNANCE AND LEADERSHIP**

**5. Dates of meetings of Academic and Administrative Bodies during the last two years:**

	<b>2007-2008</b>	<b>2008-2009</b>
<b>Governing Body</b>	Annually	Annually
<b>Working Committee</b>	19.09.2007 15.04.2008	13.04.2009
<b>Internal Administration Bodies</b> (mention only three most important bodies)		
<b>(i) Local Managing Committee</b>	(i) 06.10.2007 15.03.2008	i) 18.10.2008 04.04.2009
<b>(ii) IQAC</b>	(ii) 24.07.2007	(ii) 02.08.2008 14.03.2009
<b>(iii) Purchase Committee</b>	(iii) 25.06.2007 20.07.2007	(iii) 06.09.2008 16.03.2009
<b>Any other (specify)</b>	—	—

**6. Are there Welfare Schemes for the academic community?**

**Loans:** Yes ☐ No ☒

**Medical allowance:** Yes ☐ No ☒

**Any other (specify):** \*

\*(i) Allowances: Class IV employees are given uniforms and washing allowances.

(ii) Advances against salary: Until October 2007 the Management has paid the salaries of teaching and non-teaching staff on or before the 7<sup>th</sup> of each month whenever the Salary Grant was not received from the government on time.

As the payment system has changed since October 2007, currently advances are granted on request if salary grants are delayed.

**RAR – PART I – B. CRITERION-WISE INPUTS**  
**CRITERION VI: GOVERNANCE AND LEADERSHIP**

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**7. Are there ICT supported / Computerised units / processes / activities for the following?**

- |                                   |  |   |
|-----------------------------------|--|---|
| a) Administrative section/ Office | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |
| b) Finance Unit                   | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |
| c) Student admissions             | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |
| d) Placements                     | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |
| e) Aptitude testing               | <b>Yes</b> <input type="checkbox"/>            | <b>No</b> <input checked="" type="checkbox"/> |
| f) Examinations                   | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |
| g) Student records                | <b>Yes</b> <input checked="" type="checkbox"/> | <b>No</b> <input type="checkbox"/>            |

**CRITERION VII: INNOVATIVE PRACTICES**

1. Has the institution established Internal Quality Assurance Mechanisms ?

Yes ☒ No ☐

2. Do students participate in the Quality Enhancement initiatives of the Institution?

Yes ☒ No ☐

3. What is the percentage of the following student categories in the institution? (2008-2009)

a. SC	0.69%
b. ST	0.28%
c. OBC	1.63%
d. Women	57.48%
e. Differently-abled	0.37%
f. Rural	-----
h. Tribal	-----
i. Any other (specify)	-----

**RAR – PART I –B. CRITERION-WISE INPUTS**

**CRITERION VII: INNOVATIVE PRACTICES**

**4. What is the percentage of the following category of staff?**

No.	Category	Teaching staff		Teaching staff		Non-teaching staff	
		A	%	SFC	%	Number	%
a	SC	NIL	NIL	NIL	NIL	02	4.08
b	ST	NIL	NIL	NIL	NIL	NIL	NIL
c	OBC	NIL	NIL	NIL	NIL	07	14.28
d	Women	23	88.46	08	57.14	14	28.57
e	Physically-challenged	NIL	NIL	NIL	NIL	NIL	NIL
f	General Category	26	100	14	100	36	73.46
g	Any other Neo Buddhist	NIL	NIL	NIL	NIL	01	2.04
	Any other NT	NIL	NIL	NIL	NIL	01	2.04
	Any other VJNT	NIL	NIL	NIL	NIL	02	4.08

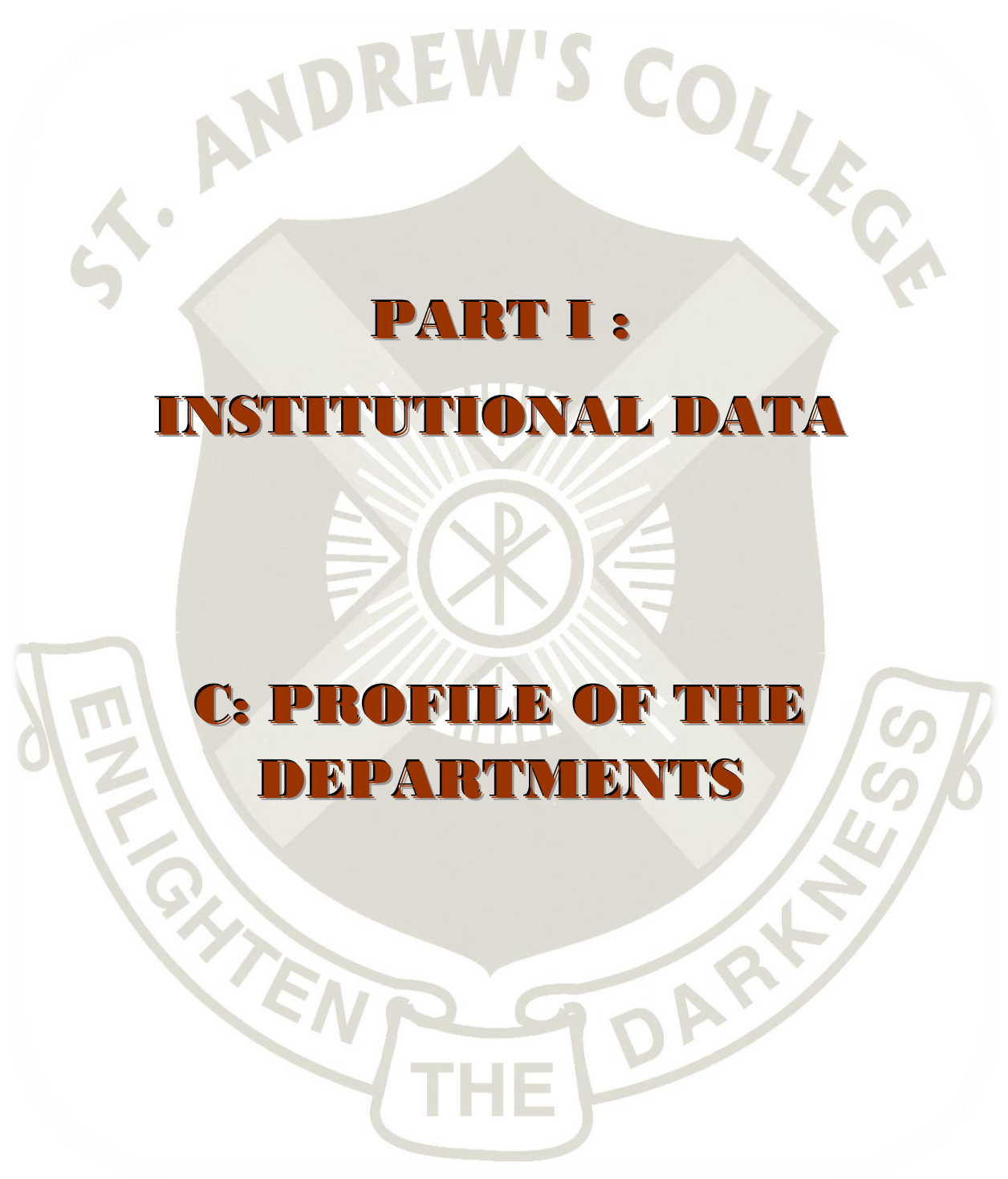
**5. What is the percentage incremental academic growth of the following category of students for the last two batches? (2007-8 and 2008-9)**

Category			At Admission		On completion of the course	
			Batch 1 (2005-06)	Batch II (2006-07)	Batch 1 (2007-08)	Batch II (2008-09)
a.	SC		00	00	00	00
		1 <sup>st</sup> Class	01	00	01	00
		2 <sup>nd</sup> Class	00	01	00	00
		Pass Class	00	00	00	00
		A.T.K.T.	01	01	00	00
		Fail	01	01	01	01

**RAR – PART I –B. CRITERION-WISE INPUTS**

**CRITERION VII: INNOVATIVE PRACTICES**

Category			At Admission		On completion of the course	
			Batch 1 (2005-06)	Batch II (2006-07)	Batch 1 (2007-08)	Batch II (2008-09)
<b>b.</b>	<b>ST</b>	<b>Distn</b>	00	00	00	00
		<b>1<sup>st</sup> Class</b>	00	00	00	00
		<b>2<sup>nd</sup> Class</b>	00	00	00	00
		<b>Pass Class</b>	00	00	00	00
		<b>A.T.K.T.</b>	01	00	00	00
		<b>Fail</b>	01	00	00	00
<b>c.</b>	<b>OBC</b>	<b>Distn</b>	00	01	00	01
		<b>1<sup>st</sup> Class</b>	01	03	01	06
		<b>2<sup>nd</sup> Class</b>	00	03	00	01
		<b>Pass Class</b>	01	00	00	00
		<b>A.T.K.T.</b>	00	02	00	00
		<b>Fail</b>	01	04	00	05
<b>d.</b>	<b>Women</b>	<b>Distn</b>	10	14	25	42
		<b>1<sup>st</sup> Class</b>	134	125	244	219
		<b>2<sup>nd</sup> Class</b>	217	203	122	138
		<b>Pass Class</b>	32	37	12	11
		<b>A.T.K.T.</b>	64	87	00	00
		<b>Fail</b>	14	26	22	21
<b>e.</b>	<b>Physically challenged</b>	<b>Distn</b>	00	00	00	00
		<b>1<sup>st</sup> Class</b>	00	00	01	01
		<b>2<sup>nd</sup> Class</b>	00	00	01	00
		<b>Pass Class</b>	00	01	00	00
		<b>A.T.K.T.</b>	00	00	00	00
		<b>Fail</b>	01	00	00	00
<b>f.</b>	<b>General Category</b>	<b>Distn</b>	04	09	14	21
		<b>1<sup>st</sup> Class</b>	61	25	138	132
		<b>2<sup>nd</sup> Class</b>	103	86	82	81
		<b>Pass Class</b>	53	45	16	18
		<b>A.T.K.T.</b>	100	116	00	00
		<b>Fail</b>	56	51	29	40
<b>g.</b>	<b>Any other VJNT</b>	<b>Fail</b>	00	01	00	00



**PART I :**  
**INSTITUTIONAL DATA**

**C: PROFILE OF THE  
DEPARTMENTS**

# RAR - PART I - INSTITUTIONAL DATA

## C. DEPARTMENT PROFILES

### DEPARTMENT OF ENGLISH

		Responses		
1.	Name of the Department	Department of English		
2.	Year of Establishment	1983-1984 3 papers : 1991-1992 6 papers : 2009-2010		
3.	Number of Teachers sanctioned and present position	Sanctioned 03+1 <sup>@</sup>	Present Position 03+1 <sup>@</sup>	
4.	Number of Administrative Staff	Services provided by college office		
5.	Number of Technical Staff	NIL		
6.	Number of Teachers and Students	F.Y.B.A.(CSK) 3:201 F.Y.B.A.(Eng. I) 3:112 S.Y.B.A.(Eng. II & III) 2:75 T.Y.B.A. (Eng. IV- VI) 3:37 F.Y.B.Com. (Bus. Com.) 3:333		
7.	Demand Ratio (No. of seats : No. of applications)	Arts 120:112 (Optional paper) Commerce 360:963		
8.	Ratio of Teachers to Students	Arts 1:67 Commerce 1:111		
9.	Number of research scholars who had their master's degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	F.Y.B.A. (CSK) 2005-2006 F.Y.B.A. (Eng. I) 2005-2006 2007-2008 S.Y.B.A.(Eng. II & III) 2007-2008 T.Y.B.A.(Eng. IV to IX) 2008-2009 F.Y.B.Com.(Bus.Com.) 2005-2006		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %	University of Mumbai %
		2004-5	100	Data is not published for individual subjects by the University
		2005-6	100	
		2006-7	100	
		2007-8	100	
		2008-9	100	
13.	University Distinction/ Ranks	01 (30 <sup>th</sup> Rank in the University of Mumbai (Eng/Psy in 2005-6)		
14.	Publications by faculty (last 5 years)	08		
15.	Awards and recognition received by faculty (last five years)	NIL		
16.	Faculty who have Attended National and International Seminars (last five years)	National 02	International 01	

**RAR - PART I - INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF ENGLISH**

17.	Number of National and International seminars organized (Last five years)	National NIL	International 02
18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL
19.	Number of Ongoing projects and its total outlay	01(2009-2010)* Rs.14,000/-	
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph. D theses guided during the last two years	01	
23.	Number of Books in the Departmental Library, if any	281	
24.	Number of Journals/Periodicals	03	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

@ Clock Hour basis

\* Minor Research Project funded by University of Mumbai.

**RAR - PART I – INSTITUTIONAL DATA**

**C. DEPARTMENT PROFILES**

**DEPARTMENT OF ECONOMICS**

**AND**

**DEPARTMENT OF BUSINESS ECONOMICS**

		Responses			
1.	Name of the Department	Department of Economics and Business Economics			
2.	Year of Establishment	1983-1984			
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present position 03		
4.	Number of Administrative Staff	Services provided by College office			
5.	Number of Technical Staff	NIL			
6.	Number of Teachers and Students	Arts 3:122 Commerce 3:926			
7.	Demand Ratio (No. of seats:No. of applications)	Arts 120:49 (Optional paper) Commerce 360:963			
8.	Ratio of Teachers to Students	Arts 1:40.6 Commerce 1:308.6			
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable			
10.	The year when the curriculum was revised last	F.Y.B.A. 2007-2008 S.Y.B.A. 2008-2009 T.Y.B.A. 2005-2006 F.Y.B.Com. 2008-2009 S.Y.B.Com. 2006-2007 T.Y.B.Com. 2007-2008			
11.	Number of students passed NET/SLET etc. (last two years)	Data not available			
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %		University of Mumbai %
			Eco.	B.Eco.	
		2004-5	100	94.54	Data is not published for individual subjects by the University
		2005-6	100	94.66	
		2006-7	100	96.79	
		2007-8	100	98.33	
2008-9	93.75	97.81			
13.	University Distinction/ Ranks	NIL			
14.	Publications by faculty (last 5 years)	03			
15.	Awards and recognition received by faculty (last five years)	NIL			

**RAR - PART I – INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF ECONOMICS****AND****DEPARTMENT OF BUSINESS ECONOMICS**

<b>16.</b>	<b>Faculty who have Attended National and International Seminars (last five years)</b>	National 01	International 02
<b>17.</b>	<b>Number of National and International seminars organized (Last five years)</b>	NIL	NIL
<b>18.</b>	<b>Number of teachers engaged in consultancy and the revenue generated</b>	NIL	NIL
<b>19.</b>	<b>Number of Ongoing projects and its total outlay</b>	01 (2009-2010) * Rs.15,000/-	
<b>20.</b>	<b>Research projects completed during last two &amp; its total outlay</b>	NIL	NIL
<b>21.</b>	<b>Number of inventions and patents</b>	Not Applicable	Not Applicable
<b>22.</b>	<b>Number of Ph. D theses guided during the last two years</b>	NIL	
<b>23.</b>	<b>Number of Books in the Departmental Library, if any</b>	30	
<b>24.</b>	<b>Number of Journals/Periodicals</b>	04	
<b>25.</b>	<b>Number of Computers</b>	56 Computers are available for students in Computer Laboratory	
<b>26.</b>	<b>Annual Budget</b>	Provided as per requirement	

\*Minor Research Project funded by University of Mumbai.

**RAR - PART I - INSTITUTIONAL DATA**

**C. DEPARTMENT PROFILES**

**DEPARTMENT OF SOCIOLOGY**

		Responses			
1.	Name of the Department	Department of Sociology			
2.	Year of Establishment	1983-1984 6 papers :1991-1992			
3.	Number of Teachers sanctioned and present position	Sanctioned 02	Present Position 02		
4.	Number of Administrative Staff	Services provided by College office			
5.	Number of Technical Staff	NIL			
6.	Number of Teachers and Students	2:473			
7.	Demand Ratio (No. of seats : No. of applications)	Arts            240:188 (Optional subject)			
8.	Ratio of Teachers to Students	Arts            1:236.5			
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable			
10.	The year when the curriculum was revised last	F.Y.B.A.(Soc. I)            2005-2006 S.Y.B.A.(Soc. II & III)    2007-2008 T.Y.B.A.(Soc. IV to IX)   2008-2009			
11.	Number of students passed NET/SLET etc. (last two years)	Data not available			
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %		University of Mumbai %
			Socio (Single)	Socio (Double )	
		2004-5	100	100	Data is not published for individual subjects by the University
		2005-6	100	100	
		2006-7	100	100	
		2007-8	100	100	
2008-9	100	96.30			
13.	University Distinction/ Ranks	NIL			
14.	Publications by faculty (last 5 years)	01			
15.	Awards and recognition received by faculty (last five years)	NIL			
16.	Faculty who have Attended National and International Seminars (last five years)	National NIL		International NIL	
17.	Number of National and International seminars organized (Last five years)	National NIL		International NIL	
18.	Number of teachers engaged in consultancy and the revenue generated	NIL		NIL	

**RAR - PART I - INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF SOCIOLOGY**

<b>19.</b>	<b>Number of Ongoing projects and its total outlay</b>	NIL	NIL
<b>20.</b>	<b>Research projects completed during last two &amp; its total outlay</b>	NIL	NIL
<b>21.</b>	<b>Number of inventions and patents</b>	Not Applicable	Not Applicable
<b>22.</b>	<b>Number of Ph. D theses guided during the last two years</b>	NIL	
<b>23.</b>	<b>Number of Books in the Departmental Library, if any</b>	25	
<b>24.</b>	<b>Number of Journals/Periodicals</b>	03	
<b>25.</b>	<b>Number of Computers</b>	56 Computers are available for students in Computer Laboratory	
<b>26.</b>	<b>Annual Budget</b>	Provided as per requirement	

**RAR - PART I – INSTITUTIONAL DATA**

**C. DEPARTMENT PROFILES**

**DEPARTMENT OF PSYCHOLOGY**

		Responses			
1.	Name of the Department	Department of Psychology			
2.	Year of Establishment	1983-1984			
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present Position 03		
4.	Number of Administrative Staff	Services provided by College office			
5.	Number of Technical Staff	NIL			
6.	Number of Teachers and Students	Arts 3:477 Commerce 3:662			
7.	Demand Ratio (No. of seats:No. of applications)	Arts 240:188 (Optional subject)			
8.	Ratio of Teachers to Students	Arts 1:159 Commerce 1:220.67			
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable			
10.	The year when the curriculum was revised last	F.Y.B.A.(Psy. I) 2008-2009 S.Y.B.A.(Psy. II & III) 2004-2005 T.Y.B.A.(Psy. IV, V & VI) 2005-2006 T.Y.B.Com. (H.B.W.) 2005-2006 F.Y.B.A. / B.Com.(F.C.I) 2006-2007 S.Y.B.A. / B.Com.(F.C.II) 2008-2009			
11.	Number of students passed NET/SLET etc. (last two years)	Data not available			
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %		University of Mumbai %
			Psy	HBW	
		2004-5	100	100	Data is not published for individual subjects by the University
		2005-6	96.04	100	
		2006-7	97.33	99.55	
		2007-8	90.20	99.33	
2008-9	89.81	99.21			
13.	University Distinction/ Ranks	01 (30 <sup>th</sup> Rank in the University of Mumbai (Eng/Psy in 2005-6)			
14.	Publications by faculty (last 5 years)	NIL			
15.	Awards and recognition received by faculty (last five years)	NIL			
16.	Faculty who have Attended National and International Seminars (last five years)	National 01		International NIL	
17.	Number of National and International seminars organized (Last five years)	National NIL		International NIL	

**RAR - PART I – INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF PSYCHOLOGY**

18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL
19.	Number of Ongoing projects and its total outlay	NIL	NIL
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph. D theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	25	
24.	Number of Journals/Periodicals	01	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

# RAR I - PART I - INSTITUTIONAL DATA

## C. DEPARTMENT PROFILES

### DEPARTMENT OF HISTORY

		Responses		
1.	Name of the Department	Department of History		
2.	Year of Establishment	1983-1984		
3.	Number of Teachers sanctioned and present position	Sanctioned 01	Present Position 01	
4.	Number of Administrative Staff	Services provided by College office		
5.	Number of Technical Staff	NIL		
6.	Number of Teachers and Students	1:151 (Optional subject)		
7.	Demand Ratio (No. of seats : No. of applications)	120:68		
8.	Ratio of Teachers to Students	1:151		
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	T.Y.B.A. 2006-2007		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?	Year	College %	University of Mumbai %
		2004-5	100	Data is not published for individual subjects by the University
		2005-6	100	
		2006-7	100	
		2007-8	100	
		2008-9	96.97	
13.	University Distinction/ Ranks	NIL		
14.	Publications by faculty (last 5 years)	NIL		
15.	Awards and recognition received by faculty (last five years)	NIL		
16.	Faculty who have Attended National and International Seminars (last five years)	National 01	International NIL	
17.	Number of National and International seminars organized (Last five years)	National NIL	International NIL	
18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL	
19.	Number of Ongoing projects and its total outlay	01 Self Financed	NIL	
20.	Research projects completed during last two & its total outlay	NIL	NIL	

**RAR I - PART I - INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF HISTORY**

21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph. D theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	19 books and 22 magazines	
24.	Number of Journals/Periodicals	02	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

**RAR - PART I – INSTITUTIONAL DATA**

**C. DEPARTMENT PROFILES**

**DEPARTMENT OF COMMERCE**

		Responses				
1.	Name of the Department	Department of Commerce				
2.	Year of Establishment	1983-1984				
3.	Number of Teachers sanctioned and present position	Sanctioned 03		Present Position 03		
4.	Number of Administrative Staff	Services provided by College office				
5.	Number of Technical Staff	NIL				
6.	Number of Teachers and Students	3:926				
7.	Demand Ratio (No. of seats : No. of applications)	360:963				
8.	Ratio of Teachers to Students	1:308.6				
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable				
10.	The year when the curriculum was revised last	Management and Production Planning (Compulsory paper) :2006-2007 Export Marketing (Optional):2006-2007				
11.	Number of students passed NET/SLET etc. (last two years)	Data not available				
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %			University of Mumbai %
			MPP	MR	EM	Data is not published for individual subjects by the University
		2004-5	100	99.37	100	
		2005-6	99.70	100	100	
		2006-7	98.93	100	100	
		2007-8	99.04	100	100	
		2008-9	98.91	100	100	
13.	University Distinction/ Ranks	NIL				
14.	Publications by faculty (last 5 years)	NIL				
15.	Awards and recognition received by faculty (last five years)	NIL				
16.	Faculty who have Attended National and International Seminars (last five years)	National 02		International 03		
17.	Number of National and International seminars organized (Last five years)	National NIL		International NIL		
18.	Number of teachers engaged in consultancy and the revenue generated	NIL		NIL		

**RAR - PART I – INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF COMMERCE**

19.	Number of Ongoing projects and its total outlay	NIL	NIL
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph. D theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	25	
24.	Number of Journals/Periodicals	04	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

# RAR - PART I - INSTITUTIONAL DATA

## C. DEPARTMENT PROFILES

### DEPARTMENT OF ACCOUNTANCY

		Responses					
1.	Name of the Department	Department of Accountancy					
2.	Year of Establishment	1983-1984					
3.	Number of Teachers sanctioned and present position	Sanctioned 03			Present Position 03		
4.	Number of Administrative Staff	Services provided by College office					
5.	Number of Technical Staff	NIL					
6.	Number of Teachers and Students	3:926					
7.	Demand Ratio (No. of seats : No. of applications)	360:963					
8.	Ratio of Teachers to Students	1:308.6					
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable					
10.	The year when the curriculum was revised last	F.Y.B.Com. 2007-2008 S.Y.B.Com. 2008-2009					
11.	Number of students passed NET/SLET etc. (last two years)	Data not available					
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %				University of Mumbai %
			A/c.III	A/c.IV	A/c.V	DIT	
		2004-5	95.90	98.98	99.66	99.26	Data is not published for individual subjects by the University
		2005-6	92.09	99.37	100	100	
		2006-7	94.77	97.21	99.65	100	
		2007-8	97.97	99.66	100	100	
2008-9	96.35	100	98.54	100			
13.	University Distinction/ Ranks	02 One student each got 100% in A/c III and IV respectively in 2005-6					
14.	Publications by faculty (last 5 years)	NIL					
15.	Awards and recognition received by faculty (last five years)	NIL					
16.	Faculty who have Attended National and International Seminars (last five years)	National NIL			International NIL		
17.	Number of National and International seminars organized (Last five years)	National NIL			International NIL		

**RAR - PART I - INSTITUTIONAL DATA****C. DEPARTMENT PROFILES****DEPARTMENT OF ACCOUNTANCY**

18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL
19.	Number of Ongoing projects and its total outlay	NIL	NIL
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph. D theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	20	
24.	Number of Journals/Periodicals	01	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

**RAR - PART I - INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF MANAGEMENT STUDIES**

**(B.M.S)**

		Responses		
1.	Name of the Department	B.M.S.		
2.	Year of Establishment	1999-2000		
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present Position 02 Visiting Faculty 24	
4.	Number of Administrative Staff	Services provided by College office		
5.	Number of Technical Staff	NIL		
6.	Number of Teachers and Students	Regular 2:354 Regular + Visiting Faculty 26:354		
7.	Demand Ratio (No. of seats : No. of applications)	120 seats : 817 applications 1 : 9.75		
8.	Ratio of Teachers to Students	Regular 1:177 Regular + Visiting Faculty 1:13.6		
9.	Number of research scholars who had their master's degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	2008-2009 F.Y.B.M.S.: Sem. I & II		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %	University of Mumbai %
		2004-5	87.15	86.28
		2005-6	87.15	80.91
		2006-7	69.44	71.75
		2007-8	84.29	81.23
		2008-9	87.17	83.95
13.	University Distinction/ Ranks	Year	Distinctions	Ranks
		2004-5	32	---
		2005-6	13	---
		2006-7	10	---
		2007-8	14	---
		2008-9	29	---
14.	Publications by faculty (last 5 years)	NIL		
15.	Awards and recognition received by faculty (last five years)	NIL		

**RAR - PART I - INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF MANAGEMENT STUDIES**  
**(B.M.S)**

16.	<b>Faculty who have Attended National and International Seminars (last five years)</b>	National NIL	International NIL
17.	<b>Number of National and International seminars organized (Last five years)</b>	National NIL	International NIL
18.	<b>Number of teachers engaged in consultancy and the revenue generated</b>	NIL	NIL
19.	<b>Number of Ongoing projects and its total outlay</b>	NIL	NIL
20.	<b>Research projects completed during last two &amp; its total outlay</b>	NIL	NIL
21.	<b>Number of inventions and patents</b>	Not Applicable	Not Applicable
22.	<b>Number of Ph.D. theses guided during the last two years</b>	NIL	
23.	<b>Number of Books in the Departmental Library, if any</b>	No Department Library	
24.	<b>Number of Journals/Periodicals</b>	05	
25.	<b>Number of Computers</b>	56 Computers are available for students in Computer Laboratory	
26.	<b>Annual Budget</b>	Provided as per requirement	

**RAR - PART I – INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF MASS MEDIA**

**(B.M.M.)**

		Responses		
1.	Name of the Department	B.M.M.		
2.	Year of Establishment	2000-2001		
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present Position 03* Visiting Faculty 16	
4.	Number of Administrative Staff	Services provided by College office		
5.	Number of Technical Staff	NIL		
6.	Number of Teachers and Students	Regular 2:179 Regular + Visiting Faculty 18:179		
7.	Demand Ratio (No. of seats : No. of applications)	60 seats : 573 applications 1 : 9.55		
8.	Ratio of Teachers to Students	Regular 1:89.5 Regular + Visiting Faculty 1:9.94		
9.	Number of research scholars who had their master's degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	2007-2008(FY : Semester I & II) 2008-2009(SY : Semester III & IV & TY : Semester V & VI)		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %	University of Mumbai %
		2004-5	98.33	94.74
		2005-6	100.00	92.90
		2006-7	98.48	91.37
		2007-8	98.15	94.16
		2008-9	100.00	95.89
13.	University Distinction/ Ranks	Year	Distinctions	Ranks
		2004-5	21	---
		2005-6	23	01
		2006-7	26	---
		2007-8	24	---
		2008-9	34	---
14.	Publications by faculty (last 5 years)	NIL		

**RAR - PART I – INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF MASS MEDIA**  
**(B.M.M.)**

15.	Awards and recognition received by faculty (last five years)	NIL	
16.	Faculty who have Attended National and International Seminars (last five years)	National NIL	International NIL
17.	Number of National and International seminars organized (Last five years)	National 03	International NIL
18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL
19.	Number of Ongoing projects and its total outlay	NIL	NIL
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph.D. theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	No Department Library	
24.	Number of Journals/Periodicals	06	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

\*Dr. Sujatha Rao resigned during the academic year.

**RAR - PART I – INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF SCIENCE (Information Technology)**  
**(B.Sc.(I.T.))**

		Responses		
1.	Name of the Department	B.Sc.(I.T.)		
2.	Year of Establishment	2001-02		
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present Position 02 Visiting Faculty 06	
4.	Number of Administrative Staff	Services provided by College office		
5.	Number of Technical Staff	02		
6.	Number of Teachers and Students	Regular 2:184 Regular +Visiting Faculty 08:184		
7.	Demand Ratio (No. of seats : No. of applications)	60 seats : 507 applications 1 : 8.45		
8.	Ratio of Teachers to Students	Regular1:92 Regular + Visiting Faculty 1:23		
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	No revision in the last 5 years		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %	University of Mumbai %
		2004-5	75.00	78.94
		2005-6	84.00	74.08
		2006-7	70.49	65.13
		2007-8	73.68	65.22
		2008-9	78.68	60.59
13.	University Distinction/ Ranks	Year	Distinctions	Ranks
		2004-5	4	---
		2005-6	3	---
		2006-7	2	---
		2007-8	1	---
		2008-9	0	---
14.	Publications by faculty (last 5 years)	NIL		

**RAR - PART I – INSTITUTIONAL DATA**

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**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF SCIENCE (Information Technology)**  
**(B.Sc.(I.T.))**

<b>15.</b>	<b>Awards and recognition received by faculty (last five years)</b>	NIL	
<b>16.</b>	<b>Faculty who have Attended National and International Seminars (last five years)</b>	National NIL	International NIL
<b>17.</b>	<b>Number of National and International seminars organized (Last five years)</b>	National NIL	International NIL
<b>18.</b>	<b>Number of teachers engaged in consultancy and the revenue generated</b>	NIL	NIL
<b>19.</b>	<b>Number of Ongoing projects and its total outlay</b>	NIL	NIL
<b>20.</b>	<b>Research projects completed during last two &amp; its total outlay</b>	NIL	NIL
<b>21.</b>	<b>Number of inventions and patents</b>	Not Applicable	Not Applicable
<b>22.</b>	<b>Number of Ph.D. theses guided during the last two years</b>	NIL	
<b>23.</b>	<b>Number of Books in the Departmental Library, if any</b>	No Department Library	
<b>24.</b>	<b>Number of Journals/Periodicals</b>	04	
<b>25.</b>	<b>Number of Computers</b>	56 Computers are available for students in Computer Laboratory	
<b>26.</b>	<b>Annual Budget</b>	Provided as per requirement	

**RAR - PART I - INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF COMMERCE (Accounting&Finance)**  
**(B.Com.(A&F))**

		Responses		
1.	Name of the Department	B.Com.(A&F)		
2.	Year of Establishment	2003-2004		
3.	Number of Teachers sanctioned and present position	Sanctioned 03	Present Position 02 Visiting Faculty 21	
4.	Number of Administrative Staff	Services provided by College office		
5.	Number of Technical Staff	NIL		
6.	Number of Teachers and Students	Regular 2:162 Regular + Visiting Faculty 23:162		
7.	Demand Ratio (No. of seats : No. of applications)	60 seats : 353 applications 1 : 7.04		
8.	Ratio of Teachers to Students	Regular 1:81 Regular + Visiting Faculty 1:6.23		
9.	Number of research scholars who had their master’s degree from other institutions	Not Applicable		
10.	The year when the curriculum was revised last	2008-2009 FY : Semester I & II		
11.	Number of students passed NET/SLET etc. (last two years)	Data not available		
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	Year	College %	University of Mumbai %
		2004-5	---	---
		2005-6	94.00	97.89
		2006-7	87.17	93.55
		2007-8	96.00	95.01
		2008-9	93.33	94.92
13.	University Distinction/ Ranks	Year	Distinctions	Ranks
		2004-5	---	---
		2005-6	16	01*
		2006-7	22	---
		2007-8	20	---
		2008-9	29	---
14.	Publications by faculty (last 5 years)	NIL		

**RAR - PART I - INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF COMMERCE(Accounting&Finance)**  
**(B.Com.(A&F))**

15.	Awards and recognition received by faculty (last five years)	NIL	
16.	Faculty who have Attended National and International Seminars (last five years)	National NIL	International NIL
17.	Number of National and International seminars organized (Last five years)	National NIL	International NIL
18.	Number of teachers engaged in consultancy and the revenue generated	NIL	NIL
19.	Number of Ongoing projects and its total outlay	Special projects undertaken for Citizen Credit Co-op. Bank Ltd. in 2009.	NIL
20.	Research projects completed during last two & its total outlay	NIL	NIL
21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph.D. theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	No Department Library	
24.	Number of Journals/Periodicals	01	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

\*First in the University

**RAR - PART I – INSTITUTIONAL DATA**  
**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF SCIENCE(Hospitality Studies)**

**(B.Sc.(H.S.))**

		<b>Responses</b>	
<b>1.</b>	<b>Name of the Department</b>	<b>B.Sc.(H.S.)</b>	
<b>2.</b>	<b>Year of Establishment</b>	2007-2008	
<b>3.</b>	<b>Number of Teachers sanctioned and present position</b>	Sanctioned 02	Present Position 02 Visiting Faculty 09
<b>4.</b>	<b>Number of Administrative Staff</b>	Services provided by College office	
<b>5.</b>	<b>Number of Technical Staff</b>	02	
<b>6.</b>	<b>Number of Teachers and Students</b>	Regular 2:93 Regular + Visiting Faculty 11:93	
<b>7.</b>	<b>Demand Ratio (No. of seats : No. of applications)</b>	66 seats : 156 applications 1 : 2.36	
<b>8.</b>	<b>Ratio of Teachers to Students</b>	Regular 1:46.5 Regular + Visiting Faculty 1:8.45	
<b>9.</b>	<b>Number of research scholars who had their master's degree from other institutions</b>	Not Applicable	
<b>10.</b>	<b>The year when the curriculum was revised last</b>	No change	
<b>11.</b>	<b>Number of students passed NET/SLET etc. (last two years)</b>	Data not available	
<b>12.</b>	<b>Success Rate of students (What is the pass percentage as compared to the University average?)</b>	The first batch of T.Y.B.Sc.(H.S.) students will appear for the University examination in April-May 2010	
<b>13.</b>	<b>University Distinction/ Ranks</b>	Not applicable	
<b>14.</b>	<b>Publications by faculty (last 5 years)</b>	NIL	
<b>15.</b>	<b>Awards and recognition received by faculty (last five years)</b>	NIL	
<b>16.</b>	<b>Faculty who have Attended National and International Seminars (last five years)</b>	National NIL	International NIL
<b>17.</b>	<b>Number of National and International seminars organized (Last five years)</b>	National NIL	International NIL
<b>18.</b>	<b>Number of teachers engaged in consultancy and the revenue generated</b>	NIL	NIL
<b>19.</b>	<b>Number of Ongoing projects and its total outlay</b>	NIL	NIL
<b>20.</b>	<b>Research projects completed during last two &amp; its total outlay</b>	NIL	NIL

**RAR - PART I – INSTITUTIONAL DATA**

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**C. DEPARTMENT PROFILES (SELF-FINANCED COURSES)**

**BACHELOR OF SCIENCE (Hospitality Studies)**  
**(B.Sc.(H.S.))**

21.	Number of inventions and patents	Not Applicable	Not Applicable
22.	Number of Ph.D. theses guided during the last two years	NIL	
23.	Number of Books in the Departmental Library, if any	No Department Library	
24.	Number of Journals/Periodicals	02	
25.	Number of Computers	56 Computers are available for students in Computer Laboratory	
26.	Annual Budget	Provided as per requirement	

ANNEXE 1: for A: Profile of the Institution – Question 4

ANNEXE 2: for A: Profile of the Institution – Question 6

**ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE**

**MUMBAI – 50**

**[www.standrewscollege.ac.in](http://www.standrewscollege.ac.in)**

# **REPORT FOR RE-ACCREDITATION**

## **PART II – EVALUATIVE REPORT**



**ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE**

**MUMBAI - 50**

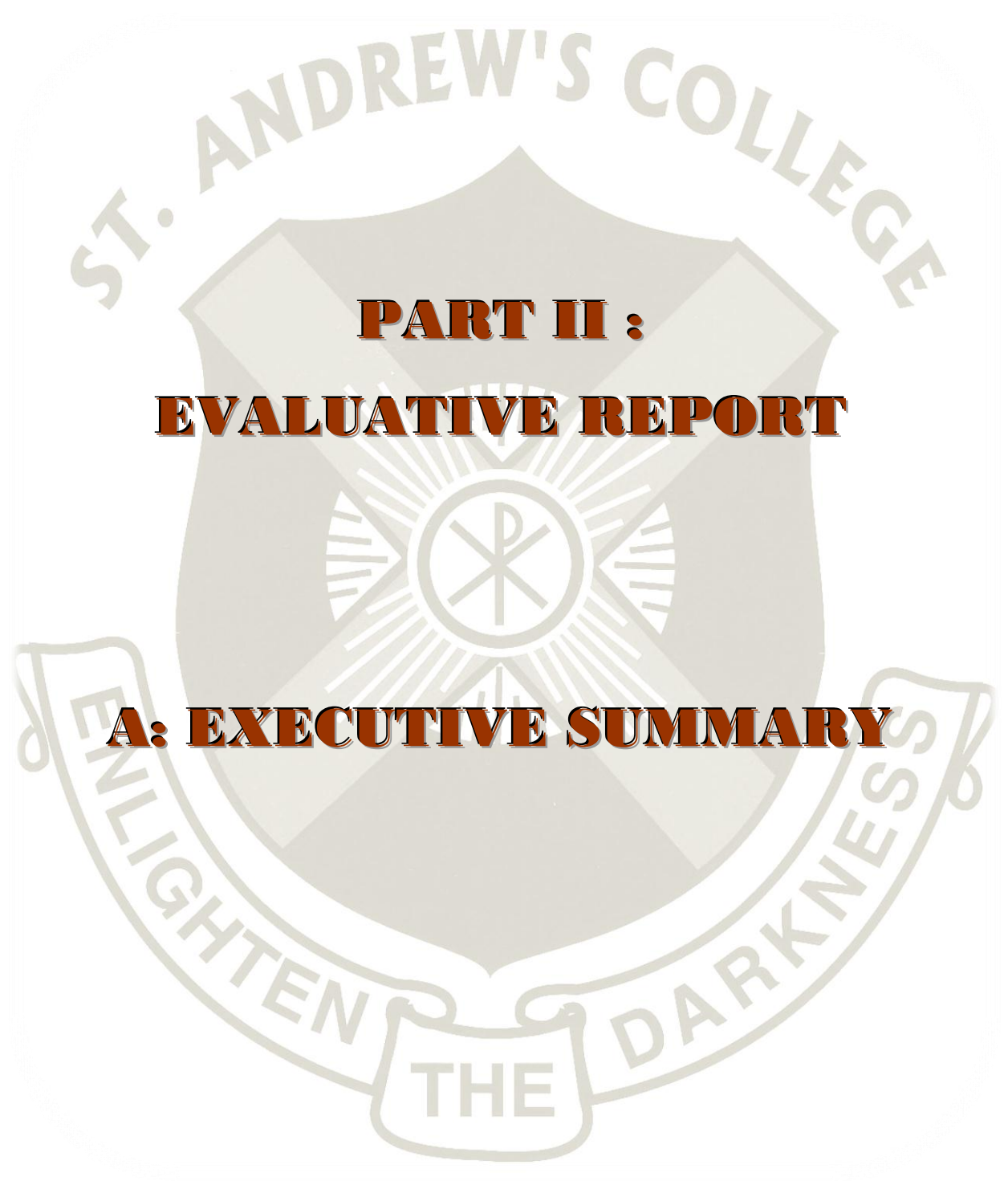
**December 2009**



## **RAR PART II – EVALUATIVE REPORT**

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**PART II :**  
**EVALUATIVE REPORT**

**A: EXECUTIVE SUMMARY**

**EXECUTIVE SUMMARY**

**Introduction:** St. Andrew's College of Arts, Science and Commerce is affiliated to the University of Mumbai and is a minority institution. The college runs grant-in-aid and self-financed courses. It is recognised by UGC under sections 2(f) and 12(B).

**Curricular Aspects:** Besides the regular B.A. and B.Com. courses we offer a variety of self-financed programmes such as B.M.S., B.M.M., B.Sc.(I.T.), B.Com.(A&F), B.Sc.(H.S.), and B.Com.(B&I) introduced this year. The college focuses on providing holistic education and therefore provides an array of co-curricular, extra-curricular activities and Value Education. We have signed Memoranda of Understanding with three foreign institutions in Canada, U.S.A. and Rome.

**Teaching-Learning and Evaluation:** The college follows the University recommended calendar for instruction and examinations. The faculty is dedicated and enthusiastic. They use modern teaching aids and an assortment of teaching methods. There are remedial classes for weak students. The faculty members are assessed by the use of self assessment forms and teacher's assessment questionnaire.

**Research, Consultancy and Extension:** Some faculty members do undertake research activities, present and publish papers. They also attend workshops, seminars and conferences. Some have even been resource persons. The Principal is a recognised guide. The college undertakes extension work through its Social Outreach Programme and NSS.

A. EXECUTIVE SUMMARY

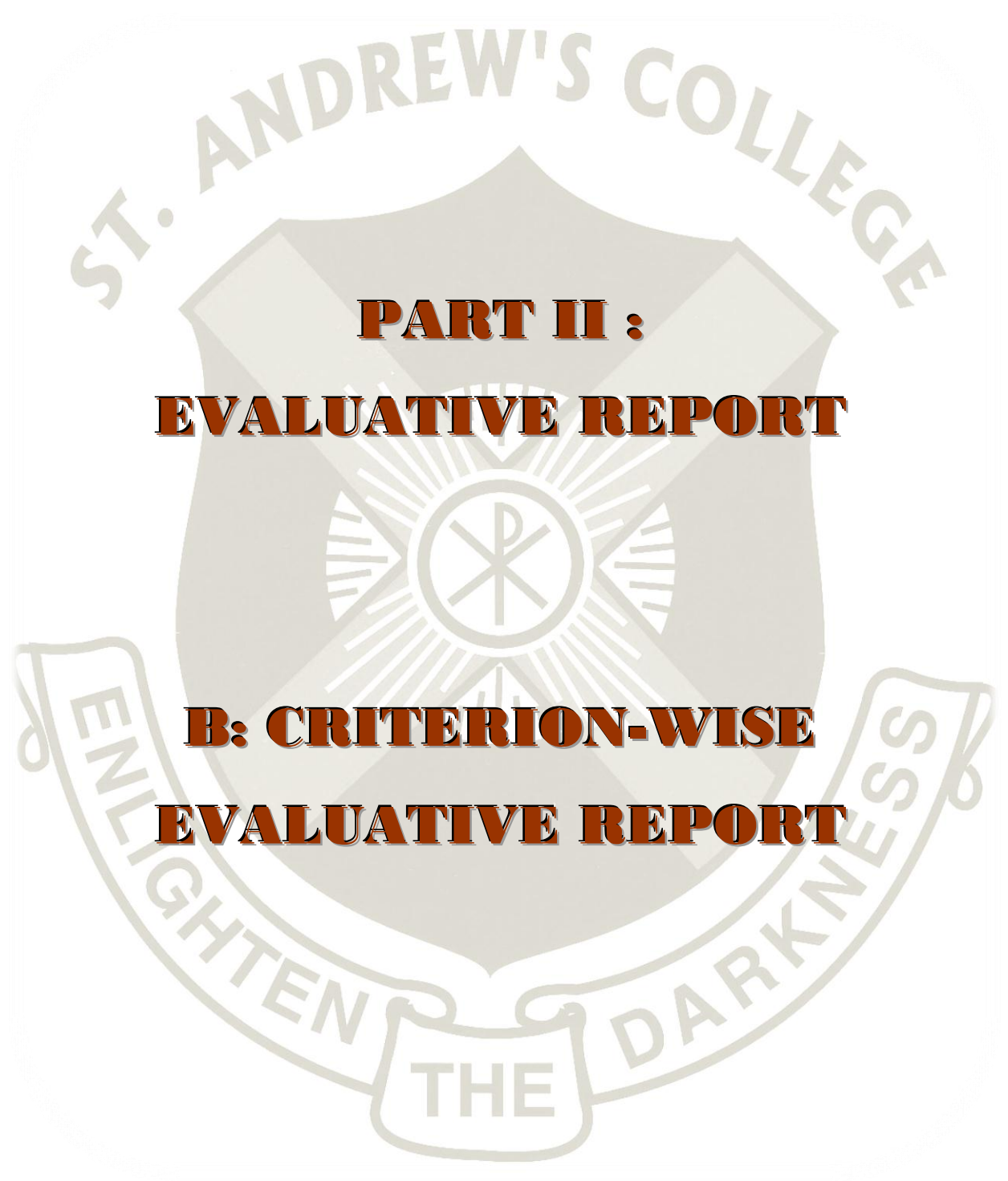
**Infrastructure and Learning Resources:** All requisite infrastructure facilities for the teaching-learning process—well-equipped classrooms and laboratories, a gymnasium, a state-of-art auditorium for extra-curricular activities and playgrounds for sports are provided. There are comfortable and equipped common rooms for staff and students. The library is well stocked and has modern learning resources.

**Student Support and Progression:** The college results are very good and there have been a few rank holders and numerous distinctions. The college has been ranked among the top ten colleges of Mumbai University in sports. Student support is provided through counselling, mentoring, remedial classes, financial facilities, book bank and the training and placement cell. There is a Student's Council and an alumni association.

**Governance and Leadership:** Our young and dynamic Principal is supported by a benevolent, proactive and visionary Management and ably assisted by various administrative and academic bodies of the college. Most of the administrative and academic matters are computerized. The Principal has introduced the method of keeping in touch via email.

**Innovative practices:** The college fosters several innovative practices by teaching and non-teaching faculty that keep all stakeholders satisfied with the functioning of the college.

**Conclusion:** The college strives towards fulfilling its vision and mission and regularly works to surpass the benchmarks it sets for itself.



**PART II :**  
**EVALUATIVE REPORT**

**B: CRITERION-WISE**  
**EVALUATIVE REPORT**

**CRITERION I: CURRICULAR ASPECTS**

***1.1 Curriculum Design and Development***

**1.1.1 State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?**

**VISION:** *“A commitment to guide our students to achieve excellence through holistic education.”*

**MISSION:**

(1) To mould students to be morally upright, socially committed and spiritually inspired by Christian principles to be responsible citizens of India and the world.

(2) To enable students realise their full potential in academic, cultural and sporting pursuits.

(3) To foster a scientific temper and encourage students to adopt a rational approach to solve problems.

(4) To empower students to be good leaders who will spread the light of knowledge, harmony and equality in all spheres of life.

(5) To equip students with the required knowledge and skills to face the challenges of the real world.

The Vision and Mission statements are displayed prominently in the college foyer, on notice boards and on the college website. The students are made aware of the Vision and Mission of the college by the Principal and Dean when they visit the classes for an orientation of the students at the commencement of the First Year programmes.

**1.1.2 How does the mission statement reflect 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 orientation?**

We provide a holistic education to our students through formal classroom instruction as well as through co-curricular, extra-curricular activities and Value Education. We hope to achieve a transformation of our students by widening their horizons and sensitizing them to issues in society; particularly of the marginalized and oppressed.

We provide equal opportunities for our students, both men and women, to develop confidence in themselves and hone the skills that they will require to face the challenges of the real world.

**1.1.3 Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global and National demands and so on)**

Yes. As an affiliated college, we have to follow the guidelines of the University with regard to the curriculum. Besides the existing B.A. and B.Com. courses, we have introduced courses on management (B.M.S.), mass media (B.M.M.), information technology (B.Sc.(I.T.)), finance (B.Com.(A&F)), and hospitality

studies (B.Sc.(H.S.)). This year we introduced a course on banking and insurance (B.Com.(B&I)).

We also sensitize our students to the need for conservation and preservation of our national heritage, women's issues and awareness of the marginalized in society. We cover these in class when the topics can be related to particular components of the curriculum or as part of the Social Outreach Programme or NSS programmes. We also have co-curricular activities that emphasize awareness of matters related to the environment.

Concurrent to formal academic instruction, we place great emphasis on Value Education of our students. In a rapidly globalizing world dominated by the media, speed and technology; where materialism dominates thought and action, we believe it is necessary to temper the craving for material success and greed with the spirit of humanity, and values of honesty and kindness towards all, especially to those less fortunate than themselves.

**1.1.4 How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?**

Students are encouraged to undertake projects and make presentations in class using computer aided programmes. Students are also given the opportunity to enrol for basic computer classes in college where such a facility is available.

Students also hone their ICT related skills when they work on the Organizing Committees for various inter-collegiate competitions

hosted by our college for which they are required to design brochures and posters, and network with other institutions.

Besides these opportunities, all the self-financed course students study a component related to the development of basic computer skills.

This year we have introduced a Multi-Media Library and a Language Laboratory.

**1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)**

The college implements the curriculum prescribed by the University of Mumbai. However, our faculty members contribute to the development of this curriculum in various capacities. Some of our faculty members are members of Boards of Studies, others have been resource persons at workshops, yet others have organized and/or attended workshops at which the feedback of students and faculty are discussed, and many have been co-opted into committees involved in syllabus revision.

***1.2 Academic Flexibility***

**1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?**

Our college offers students the option of graduating with any one of seven degrees. The regular B.A. and B.Com. degrees and self-financed

courses B.M.S., B.M.M., B.Sc.(I.T.), B.Com.(A&F), and B.Sc.(H.S.).

This year we have introduced B.Com.(B&I).

We also offer certificate / add-on courses on 'Introduction to MS Office and Hardware,' and 'Theology.' Besides that we run a one year diploma course in 'Hospitality Studies.'

This year we introduced a course on matters related to the Chair of Inter-Religious and Inter-Cultural Dialogue.

**1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment:**

- a) Core options, b) Elective options, c) Add on courses, d) Interdisciplinary courses, e) Flexibility to the students to move from one discipline to another, f) Flexibility to pursue the programme with reference to the time frame (flexible time for completion)**

**(a) Core options:** Students may graduate with B.A. / B.Com. / B.M.S. / B.M.M. / B.Sc.(I.T.) / B.Com.(A&F) / B.Sc.(H.S.) and from this year B.Com.(B&I).

**(b) Elective options:**

B.A.: At the first year level students can choose three subjects from the options that we offer - English, Economics, History, Psychology and Sociology. They can also choose between Hindi or French. At the third year level they can choose to graduate with Economics Major, or Sociology Major, or any of the double majors – Sociology-History, Sociology-English, Sociology-Psychology, History-Psychology or English-Psychology. This year we introduced English Major.

B.Com.: At the third year level students have to select any one option

each from the following: (1) Export Marketing, Psychology of Human Behaviour at Work, and Computer Systems and Applications and, (2) Marketing Research, and Direct and Indirect Taxation.

B.M.S.: At the third year level in Semester VI students have two elective papers. (1) A choice between Econometrics and International Finance and, (2) A choice between Special Study in Finance and Special Study in Marketing.

B.M.M.: In the third year the students have to decide whether they want to graduate with either Journalism or Advertising.

B.Sc.(I.T.): In Semester V in the third year students have to select either Web-Design and Internet Based Applications or Advanced JAVA.

**(c) Add-on courses:** We offer add-on courses on Microsoft MS Office and Hardware, and Theology. Besides that we run a one year diploma course in Hospitality Studies.

**(d) Interdisciplinary courses:** Foundation Course that is prescribed for the first year and second year students is designed to meet this requirement.

**(e) Flexibility to the students to move from one discipline to another:** Within a given time frame and subject to University guidelines we allow first year arts students to change their elective options and also allow the arts and commerce students to shift to the self-financed courses.

**(f) Flexibility to pursue the programme with reference to the time frame (flexible time for completion):** This is not permitted under

University of Mumbai rules.

However, our faculty members relate the syllabus to reality, show relevant films, have discussions and debates, arrange for guest lectures, visits to industries and places of relevance to subjects (e.g., RBI for economics students, Mani Bhavan for History Students, NSE or BSE for commerce students) and libraries. We also encourage the interaction of our students with their peers in other colleges at subject related seminars.

**1.2.3 Give details of the programmes and other facilities available for International Students (if any).**

All our programmes and facilities are available to all students. In the past five years we have had at least three foreign nationals, one each from Canada, Ethiopia and England in our student body.

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

Yes. Please refer to Question 1.2.1

With respect to admission, curriculum, fee structure, teacher qualifications and salary we follow the prescribed norms of the University of Mumbai. These differ slightly from the other programmes with respect to:

Admission: It is open merit based, unlike the other programmes which have automatic inputs from our own junior college. We are a minority institution and therefore have reservations for minorities

along with the other prescribed reservations for SC/ST/OBC/Handicapped.

Fee structure: It is slightly higher than the other courses.

Teacher salary: If teachers are qualified as per University norms (PG 55%, plus NET or SLET) they get the scale as recommended by the University. If not, their payment is decided by the Management taking into account their experience and qualifications.

### ***1.3 Feedback on Curriculum***

#### **1.3.1. How does the college obtain feedback on curriculum from (a) Students, (b) Alumni, (c) Parents (d) Employers / Industries (e) Academic peers (f) Community?**

**(a),(b),(c):** Since the curriculum is decided by the University this is beyond the purview of the college. However, the Principal and Dean do gather information through informal discussions with students, alumni and parents; which is then conveyed to the University via the Principal or faculty attending seminars and workshops.

**(d):** Feedback is obtained when such personnel come to the college as guest lecturers or visiting faculty.

**(e):** Sharing between faculty members in different colleges at workshops and seminars.

**(f):** Same as a), b) c) above.

#### **1.3.2. How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?**

Since it is not an official practice to forward feedback to the

university the analysis is done informally at the college level in terms of discussions with the Principal and Dean, discussions within and between departments. It is communicated by the Principal as and when possible / as the occasion demands / on priority basis depending on the nature of the observation/s. The college faculty also do the same at meetings of Boards of Studies, or seminars /workshops.

### ***1.4 Curriculum Update***

#### **1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?**

Under the affiliated system individual colleges do not decide either the frequency or the basis for syllabus revision. We implement the changes decided by the respective boards of studies and passed by the Academic Council of the University of Mumbai. Changes are usually introduced once in 3-5 years. In our college we have implemented 105 syllabi revisions during the last two years (2007-8 and 2008-9).

#### **1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?**

Whilst pursuing our objectives of education it is the constant endeavour of our faculty to relate the syllabus to the Indian economy and society and foster an awareness of issues of social justice and equity. We also encourage our students to complete their education and aim for higher studies especially since many of our students are first generation learners. At the same we believe it is essential for our students to be good citizens and therefore we stress discipline in and

out of class. We have a strict dress code and we are very particular about attendance.

We make a special mention of the Chair for Inter-Religious and Inter-Cultural Dialogue established in our college in January 2009. Through this chair we wish to foster the development of greater understanding and interaction, and through that, peace and harmony in society at large.

Both our staff and students make use of latest technology for lectures, projects and presentations. ICT is also used in the administration of the college. We have a Training and Placement Cell that arranges for various corporate recruiters / consultancy firms to address our students and conduct campus recruitment.

St. Andrew's College has had a Value Education Programme in place since its inception. Though its syllabus has evolved over a period of time and continues to evolve; its core inputs remain personality development issues, development of leadership qualities, good citizenship and social outreach.

**1.4.3 Does the institution use the guidelines of statutory bodies (UGC/ AICTE / State Councils of HE and other bodies) for developing and/or restructuring the curricula?**

Though not strictly within the scope of an affiliated college; faculty members who are involved with Boards of Studies follow the relevant guidelines whilst performing their duties.

**1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?**

We cannot modify University prescribed curricula; but we attempt to make it relevant to and/or take account of the emerging national and global trends in the context of the syllabus in all subjects.

***1.5 Best Practices in Curricular Aspects***

**1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

The main functions of higher education today may be said to be knowledge transfer and the provision of specialized knowledge that would be useful to students in their professions. Such intense specialization leads to a fragmentation of knowledge and critical aspects such as education in values, social awareness and responsibility tend to be overlooked.

In this context we have introduced (A.C.M.E.) that provides students with an opportunity to widen their horizons beyond the class room syllabi; and we continue with our Value Education Programme that provides an education in values, which serves to clarify values and creates social awareness and responsibility.

Some of our faculty are members of Boards of Studies, others have been co-opted by the Boards to form committees to review and recommend revisions in the existing syllabus. The remaining staff members transmit information to the relevant authorities while

attending workshops that are organized to discuss and implement the new syllabi.

**1.5.2 What best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?**

Whilst remaining true to our objective of promoting an environment conducive to academic excellence our college has remained sensitive to changing educational, social and market demands. In this context the institution has implemented the following with respect to curricular aspects:

- (i) Introduction of B.Sc.(Hospitality Studies) in 2007-2008,
- (ii) A.C.M.E. (Andean Co-Curricular Movement for Enrichment),
- (iii) Increased availability of OHP and LCD facilities,
- (iv) Mentoring,
- (v) Remedial Courses,
- (vi) Field Visits,
- (vii) Augmentation of the Library collection and services,
- (viii) Add-on Courses,
- (ix) New subject combinations at the F.Y.B.A. level,
- (x) Exit poll for graduating students,
- (xi) Annual Academic Audit,
- (xii) Inter-collegiate seminars and workshops,
- (xiii) Annual Staff Seminar and
- (xiv) Hosting Board of Studies meetings.

**CRITERION II:**

**TEACHING-LEARNING AND EVALUATION**

***2.1 Admission Process and Student Profile***

**2.1.1 How does the institution ensure wide publicity to the admission process? (a) Prospectus, (b) Institutional Website, (c) Advertisement in Regional/ National Newspapers, (d) Any other (specify).**

The College Prospectus incorporates details about the number and range of courses available, eligibility criteria as well as the process of admission. It states the general admission policy, as well as the rules as specified by the University of Mumbai for individual courses.

We have a specific tab in our college website ([www.standrewscollege.ac.in](http://www.standrewscollege.ac.in)) that provides detailed information related to admission

Notice boards at the college entrance and within the college also inform prospective students and their parents about the requirements of admission.

We do not advertise in newspapers. However, we do provide information in the form of announcements / notices / posters / banners in junior colleges attached to schools particularly when we introduce new courses

**RAR – PART II – B. EVALUATIVE REPORT**  
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**2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level: (a) General, (b) Professional, (c) Vocational.**

Admission to the regular B.A. and B.Com. courses is automatic for our in-house junior college students as per University of Mumbai and Government of Maharashtra rules. Any vacancies in seats are filled on the basis of merit; i.e., according to marks. We follow all government rules and regulations with regard to reservation for specified categories. Admission to all the self-financed courses is merit based. As with the other courses we follow government policy with regard to reservation of seats.

The cut-off percentage for admission at the entry level in the last five years was as follows:

No.	Courses	Cut-off percentage for Admission(Open Merit)				
		2004-5	2005-6	2006-7	2007-8	2008-9
1.	B.A.	38.00	39.00	40.17	35.00	42.17
2.	B.Com.	N.A.	60.00	63.80	55.17	68.50
3.	B.M.S.- Commerce	CET	CET	CET	70.83	71.00
	- Arts	SCORE	SCORE	SCORE	62.70	56.83
	- Science	44	48	44	52.33	57.40
4.	B.M.M.- Commerce	CET	CET	CET	66.33	66.00
	- Arts	SCORE	SCORE	SCORE	62.33	72.50
	- Science	49	61	45	62.50	69.17
5.	B.Sc.(I.T.)	52.70	45.00	58.17	70.00	(M)68.00
6.	B.Com.(A&F)	50.33	43.17	51.50	52.50	61.67
7.	B.Sc.(H.S.)	Course started in 2007-8			60.00	58.17

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No.	Courses	Cut-off percentage for Admission (Minority)				
		2004-5	2005-6	2006-7	2007-8	2008-9
1.	B.A.	35.00	50.83	40.33	50.67	48.17
2.	B.Com.	N.A.	67.83	64.40	66.33	68.83
3.	B.M.S.- Commerce	H.S.C. 63.33	CET	CET	71.67	74.00
	- Arts		SCORE	SCORE	62.33	68.00
	- Science		50.50	41	62.50	63.33
4.	B.M.M.- Commerce	CET	CET	CET	64.83	69.33
	- Arts	SCORE	SCORE	SCORE	72.50	71.83
	- Science	46	59	48	59.17	69.67
5.	B.Sc.(I.T.)	57.40	56.00	66.33	66.00	(M)77.00
6.	B.Com.(A&F)	52.00	45.17	46.67	63.83	74.67
7.	B.Sc.(H.S.)	Course started in 2007-8			60.00	50.57

We do not offer professional and vocational courses.

**2.1.3 How does the institution ensure transparency in the admission process?**

The admission process strictly conforms to the procedure recommended by the University of Mumbai and the Government of Maharashtra.

Lists are prepared and displayed on notice boards and our website in accordance with specifications regarding merit (marks at the qualifying examination) and reservation.

We report to the government and/or the university all the requisite details regarding the admission process. Our records are open to scrutiny by the concerned authorities.

**2.1.4 How do you promote access to ensure equity? (a) Students from disadvantaged community, (b) Women, (c) Differently-abled, (d) Economically-weaker sections, (e) Sports personnel, (f) Any other (specify).**

Our college provides access to the above mentioned categories of students as per prescribed guidelines (regarding merit

and reservation) of the state government. This includes the reservation for various categories including sports personnel. We have facilities to assist financially disadvantaged students (as discussed in Part II, Criterion V, Question 5.2.2)

## ***2.2 Catering to Diverse Needs***

**2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.**

Students are admitted on the basis of merit at the qualifying examination as specified by the University of Mumbai. There is therefore no institutionalized provision for assessing students' knowledge before the commencement of the teaching programme at the first year level.

The faculty, Principal and Dean are available to students before the third (final) year admission to guide students / discuss their options regarding choice of subject/s. (Arts students in particular who have to decide the subject/s they would like as their major/s at the third year).

**2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners.**

The class tests and/or assignments, informal discussions and classroom interaction help identify slow learners in particular. Such students are given extra guidance by our faculty as and when

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required. We also call and counsel their parents and discuss learning strategies with them.

We have introduced remedial classes in the academic year 2008-9. Remedial classes are conducted in the form of lectures for revision of topics and concept clarification. Students are given problem solving exercises, worksheets, trial tests and mock examinations to assist them with writing answers whilst at the same time developing some self-confidence via discussions of how to study and answer question papers.

Advanced learners are encouraged to better their performance by encouraging them to read more / in depth about the subject, make presentations in class and even initiate discussions in the classroom on topics of current interest / relevance. The library has a good collection of books for advanced reading. Advanced students also obtain individual guidance from faculty members.

Students at all levels do approach the faculty when they find a subject/s difficult to cope with.

**2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.**

Yes. F.Y.B.A.(Communication Skills), F.Y.B.Com.(Business Communication and Mathematics and Statistics).

Students are generally given tests and short assignments. As they are in smaller groups the tutorials help students solve their difficulties and enable them to go deeper into the subject. Tutorial marks are counted for the results.

**2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.**

Yes. The professor-in-charge of each class functions as an academic mentor and counsellor and in that capacity meets the students collectively and individually at least once in each term. In their capacity as professors our faculty guide students with regard to their academic performance, attendance and participation in various co-curricular and extra-curricular activities. If necessary the professors may refer the student to the campus minister who doubles as a counsellor and spiritual guide to students. For serious problems we refer the student and / or their parents / guardians to a professional counsellor.

**2.2.5 How does the institution cater to the needs of differently-abled students?**

For the benefit of physically challenged students we have a ramp at the entrance and an elevator. The rest of the college structure is such that there students do not face any difficulty whilst moving around in the college.

Our staff, both teaching and non-teaching, are sensitive to the needs of such students and endeavour to make them feel comfortable without drawing undue attention to their handicap. Our faculty go out of their way to encourage these students to participate in all co-curricular and extra-curricular activities and also sensitize their peers to be of assistance to them.

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In addition, at the time of examinations separate seating facilities are provided along with the extra writing time as specified by the rules of the University of Mumbai.

***2.3 Teaching-Learning Process***

**2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)**

The college follows the academic calendar prescribed by the University of Mumbai.

The college calendar incorporates academic and non-academic activities for the staff and student body of the college. This is included in the Annual Prospectus and also uploaded on the college website.

Each individual faculty member is also expected to submit at the beginning of the academic year an annual teaching plan, as well as a plan of the activity / association that they have been allotted. The annual teaching plan includes the modules / topics to be covered and number of lectures allocated to each per month. This enables teachers to plan syllabus coverage effectively before the examinations each term.

Besides conducting the evaluation of students, our college also regularly conducts an evaluation of the faculty (both regular and visiting). In addition, the regular faculty also fill in and submit a self-assessment form at the beginning of each academic year for the previous year.

**2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.**

The lecture method is predominantly used by all members of the faculty. In addition to lecturing, faculty use various teaching-learning methods that include the following:

(a) Audio-Visual aids – including the use of OHP, PowerPoint presentations, and showing films, (b) Discussions and debates, (c) Case studies, (d) Problem solving, (e) Role play, (f) Individual or team project presentations, (g) Assignments, (h) Seminars, (i) Guest lectures by eminent persons and our alumni, (j) Visits to other colleges for workshops and seminars, (k) Visits to libraries

In the case of certain courses there are practicals, field visits, visits to relevant industries, and internships.

**2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?**

The teaching-learning process outlined above in response to Question 2.3.2 is essentially student-centric.

Irrespective of the method followed students are encouraged to think, question and discuss. Presentations of assignments / projects by students encourages them to gain deeper knowledge about the topic / subject, build up confidence and self-reliance, and also acquire and / or develop skills of communication and presentation.

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In addition, as part of the Andean Co-curricular Movement for Enrichment (A.C.M.E.) programme, individual department associations host various subject related activities.

**2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL, Internet and other information /materials)**

Faculty and students are encouraged to use modern teaching aids including maps, computers, OHP and the LCD for PowerPoint presentations and showing films. In accordance with the subject being taught students are shown maps, given practical demonstrations and even names of suitable websites that would provide them with effective learning experience

**2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?**

The faculty keeps pace with recent developments in their respective disciplines by regularly reading latest reference books, journals, browsing the internet, attending orientation and refresher courses, seminars and workshops, and interacting with experts as and when the opportunity is presented to them.

In turn, the faculty encourage students to read the latest books, magazines, newspaper articles and search the internet. Students have access to the internet from the library and the computer laboratory. Students are encouraged to collect cuttings from newspapers and display them on the appropriate subject notice boards, give

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presentations to their peers or have discussions in class with their professors.

**2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?**

Yes. In addition to the central college library the departments of English, Economics, Psychology, Sociology, History, Commerce and Accountancy, have a modest collection of books and references. The resources of these libraries are used by the members of the department and are given to students by the members of the faculty.

Besides, faculty members have their personal collections of books which they share with students and colleagues.

**2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?**

Yes. The teacher's assessment questionnaire (TAQ) is administered for all teachers for all the courses they teach.

The teachers themselves tabulate the results and make note of the comments given by the students. The TAQ results provide an idea of the teacher's strengths and weaknesses. The TAQs and their tabulated results remain in confidence with the college Principal. The results may be discussed with the individual professor and pointers given to bring about improvement in the teacher's performance. The TAQ may also be taken into account before confirming temporary teaching staff.

### **2.4 Teacher Quality**

#### **2.4.1 How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?**

All members of the faculty are selected in accordance with the standard norms and procedures prescribed by University of Mumbai and Government of Maharashtra.

Yes. We do have the requisite number of qualified and competent teachers to handle all our courses. We have 21 full time lecturers and 05 temporary / clock hour basis lecturers. Among these, 08 possess a Doctorate in their respective subjects, and 09 have the M.Phil. Degree as their highest qualification. For the self-financed courses, the total number of teaching staff was 11. Of these, 02 had Ph.D. degrees, 01 each with an M.Phil. Degree and NET qualification.

#### **Profile of permanent faculty:**

<b>No.</b>	<b>Cadre</b>	<b>M</b>	<b>F</b>	<b>Total</b>
1.	Professor/Principal*	--	*01	01
2.	Reader	--	03	03
3.	Lecturer – selection grade	01	02	03
4.	Lecturer – senior scale	--	04	04
5.	Lecturer	01	05	06
6.	Librarian	--	01	01

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**Profile of faculty according to qualifications:**

No.	Qualifications	Permanent	Temporary/CHB	Total
1	With Ph.D. as highest qualification	07*	01	08
2	With M.Phil. as highest qualification	05	04#	09
3	With NET/SET as highest qualification	08	02	10

\*Two teachers resigned, one in 2004-05 and one in 2007-08

# One teacher resigned in 2007-08

**2.4.2 How does the college appoint additional faculty to teach new programmes / modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?**

There is no need to appoint additional faculty to teach new areas of study since the regular faculty keep themselves abreast of new developments. However, for the new self-financed programmes when we have to appoint new faculty we follow the same procedure as outlined in the answer to Question 2.4.1 above. However, when it is not possible to get full time faculty, we have visiting faculty.

**2.4.3 What efforts are made by the management for professional development of the faculty? (e.g.: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculty have availed these facilities during the last three years?**

The Principal and Management are always extremely supportive and encourage any academic initiative/s taken by the faculty.

They encourage the teaching staff to attend seminars, workshops and conferences by giving them leave as well as

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reimbursing whatever registration fee is paid. The Management also reimburses travel expenses for those who present papers at national and international conferences anywhere in India. Leave is granted to teachers to enable them to attend orientation and refresher courses. Faculty members are also encouraged to write papers and present them at seminars and/or conferences. The Principal and Management also urge faculty to organize seminars / workshops /conference in college and provide all the help and assistance (both financial and otherwise) required.

Teachers are also encouraged to apply for funding for minor research projects.

After the college gained recognition by the UGC under sections 2(f) and 12(B) in the academic year 2003-4 three staff members have availed of the UGC FIP programme to complete their Ph.D. studies.

The following table provides information of the number of staff members who have availed of various facilities in the last three years.

<b>Facilities availed</b>	<b>2006-7</b>	<b>2007-8</b>	<b>2008-9</b>	<b>Total</b>
<b>UGC-FIP</b>	01	01	01	03
<b>Refresher courses</b>	01	04	02	07
<b>Orientation programmes</b>	03	NIL	NIL	03
<b>Seminars/conferences/workshops attended (international and national level)</b>	15	15	16	46
<b>Seminars/conferences/workshops organized (local level)</b>	03	--	02	05
<b>Papers presented by faculty</b>	--	03	03	06
<b>Faculty as resource persons</b>	04	04	07	15

**2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?**

During the last five years three members of the faculty have been awarded the UGC-FIP Teachers Fellowship for completion of Ph.D. studies. Of these, two members have already been awarded their Ph.D. degrees and one is currently on leave.

Our Principal has been selected by the United States Department of State to attend the “International Visitor Leadership Programme”, (IVLD) from 1-19 February 2010.

**2.4.5 How often does the institution organize training programmes for the faculty in the use of? (a) Computers, (b) Internet, (c) Audio Visual Aids, (d) Computer-Aided Packages, (e) Material development for CAL, multi-media etc.**

Most of our faculty members are familiar with the use of computers, internet and the use of audio-visual aids. However, whenever needed, staff members who are proficient with the use of the above share their knowledge and skills with their colleagues. During 2005-6, a faculty member conducted a programme on ‘Advanced Computers and Internet Usage’ for interested colleagues.

***2.5 Evaluation Process and Reforms***

**2.5.1 How are the evaluation methods communicated to the students and other institutional members?**

For students: Information is provided in the college prospectus, on the website and during the Orientation Programme for First year students by the Principal and Dean. Students are further familiarized with the procedures by their professors.

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Other institutional members: The teaching and non-teaching staff are apprised of examination matters at staff meetings by the Principal and/or notified via notices and through Examination Committee.

**2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?**

Students are examined at the end of each term / semester as per university course requirements. In addition, individual subject teachers give the students tests and assignments.

The examination results are displayed on the notice boards and website. Results of class tests are discussed with students in class by individual subject teachers.

Parents of students with deficient attendance and inadequate performance are called and informed by the class-teacher concerned. There are voluntary remedial classes for weak students and anyone who wants to improve his/her performance.

**2.5.3 What is the mechanism for redressal of grievances regarding evaluation?**

Grievances regarding marking at the terminal / semester examinations are addressed formally according to the standard procedure for verification and/or revaluation laid down by the University of Mumbai.

The procedure followed is that students have to fill up a form requesting a photocopy of the concerned subject paper. They are free to examine it and if they feel that an injustice has been done in the

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marking they are allowed to apply for a re-evaluation of the paper. The paper is re-evaluated by an external faculty. If the external faculty recommends a change in marks it is done and a new mark sheet is given to the student. In the case of a totalling error, it is corrected and a new mark sheet is given to the student.

**2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?**

There have only been minor changes such as the inclusion of assignment marks for a few papers at the T.Y.B.Com. level and Foundation Course at the First Year and Second Year level for the regular Arts and Commerce courses but no changes in the self-financed courses.

The effective implementation of reforms introduced by the University is overseen by the Principal, Dean and Examination Committee.

***2.6 Best Practices in Teaching-Learning Process***

**2.6.1 Detail any significant innovations in teaching / learning / evaluation introduced by the institution?**

We believe that teaching is central to the learning-evaluation process. The teacher is important in providing the effective learning experience and therefore each faculty member always endeavours to give of his/her best to the students.

(i) Faculty members have developed ICT enabled course material and make use of the OHPs and LCDS.

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- (ii) The faculty involve students in group work, debates, discussions, case studies, assignments and project presentations and student seminars.
- (iii) Other faculty members have shown films, paintings, taken students for plays and field visits and arranged for role playing by students to breathe life and excitement into the subject matter.
- (iv) In addition to the above teachers also prepare their own handouts / notes and give them to students.
- (v) Staff members prepare and submit a teaching plan that unitizes the syllabus and distributes the curriculum in terms of number of lectures per month. At the end of the teaching period this is verified by students that the syllabus has been completed and the record handed over to the academic committee.
- (vi) The staff have taken on the responsibility of conducting class tests or giving assignments to students before the terminal examination each term.
- (vii) Remedial Classes are conducted for weaker students.
- (viii) Parents are called if a student fails or performs badly.
- (ix) The evaluation of the expert at the Annual Academic Audit has helped departments to have a correct picture of the performance of students in their departments and encouraged them to continue effective practices and re-think the strategies which have not been very fruitful.
- (x). At the IQAC meetings measures to improve standards are reviewed and discussed.

- (xi) Learning activity is facilitated through the use of internet resources recommended by the faculty.
- (xii) Guest lectures by experts provide an insight into recent trends and developments in their field of expertise.
- (xiii) Our faculty advises students about selection of subjects for specialization as single or double majors at Third Year level.
- (xiv) Under the mentoring system faculty members provide educational and personal guidance.
- (xv) Under the mentoring system faculty members provide educational and personal guidance.

**CRITERION III:**  
**RESEARCH, CONSULTANCY AND EXTENSION**

***3.1 Promotion of Research***

**3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.**

Yes. We have a professor-in-charge of the Staff Advancement Programme who oversees the Annual Staff Seminar (since 2006-7) at which minor papers are presented by faculty members.

The major decision taken during 2008-9 was to publish all the papers presented during the last three academic years in the form of a journal.

Our Principal constantly motivates faculty members to undertake research work and leads from the front by regularly presenting papers at the Annual Staff Seminar and several other conferences and seminars at the local, national and international level.

**3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave , other facilities)**

The college promotes faculty participation in research work in various ways: (a) Encourages staff members to apply for the award of Teacher Fellowships under the UGC-FIP, (b) Providing leave and arranging for substitutes for faculty members on leave, (c) Library facilities, (d) Computer facilities, (e) Internet access, (f) Advances on grants from the UGC, (g) Since 2008-9 the Management has made a provision for payment of travel allowance for teachers who travel to

present papers at conferences / seminars anywhere in India, (h) The college also pays / reimburses the fees for attending conferences / seminars / workshops.

**3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.**

There is no specific provision in the institutional budget for research and development. However, the Management readily allocates funds on request.

**3.1.4 Does the institution promote participation of students in research activities? If yes, give details.**

Yes. Students regularly work on University prescribed projects for papers in various subjects in all the regular and self-financed programmes. (As explained in RAR Part I-Criterion III-Question 4b.)

Over and above these compulsory projects which involve a certain amount of research on the part of students, certain interested and self-motivated students volunteer to do some research work with their professors.

For instance, during 2006-7 Analisa Alphonso (T.Y.B.A.) undertook a Research project under Principal Dr. M. Fernandes. She worked on the novels of Pearl S. Buck – The Good Earth (1931) that won the Pulitzer Prize in 1938, The Angry Wife (1949) and The Hidden Flower (1952).

Similarly during the last academic year and continuing during 2009-10, five T.Y.B.A. students of the History department, encouraged by Prof. J. Coelho have been working on the antecedents of the East Indian Community of Salcette Island area.

**3.1.5 What are the major research facilities developed on the campus?**

The following major facilities have been developed and are available to all faculty members to facilitate research:

(a) Library services including inter-library borrowing from the British Council Library and American Center Library, (b) Internet Access in the staff rooms, library and computer laboratory, (c) Use of computing facilities, (d) Conference room with audio-visual facilities for hosting seminars / symposiums, (e) Provision of funds on request, (f) Office assistance for submitting proposals for research funding and other administrative work related to research, (g) Photocopying facility, (h) Separate seating for faculty in the central library.

**3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs).**

The Management of the college has initiated an understanding with Citizen Credit Cooperative Bank during this academic year which involves students of the self-financed courses working on and submitting research projects for the Bank.

Hitherto, we have a Memorandum of Understanding (MOU) for a student exchange programme with University College of Frazer Valley, Canada. We hope to initiate and develop ties for research as well in the near future.

We have a Memorandum of Agreement on International Education collaboration with Central Michigan University, U.S.A

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**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

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which will include academic course work and an academic component at Disney Theme Parks and Resorts.

\*We have also recently signed a Memorandum of Understanding with the Cardinal Paul Poupard Foundation, Rome to promote Inter-Religious and Inter-Cultural Dialogue. It is a rare honour, for we will be networking internationally with centres in Paris, Cairo and Moscow where the Chair for the same has been established.

**3.2 Research and Publication Output**

**3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency, Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.,)**

We do not offer any post-graduate / M.Phil. / Ph.D. programmes. Nonetheless we have one faculty member –our Principal Dr. M. Fernandes- who was granted recognition as a Ph.D. guide in English in July 2003. She has successfully guided one student for the award of the Ph.D. degree and currently has three students working under her guidance for the M.Phil. degree and three for the Ph.D. degree.

**3.2.2 Give details of the following: (a) Departments recognized as research centres, (b) Faculty recognized as research guides, (c) Priority areas for research, (d) Ongoing Faculty Research Projects (minor and major projects, funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies), (e) Ongoing Student Research Projects**

**(title, duration, funding agency, total funding received for the project).**

As stated in response to Question 3.2.1 above we are primarily an undergraduate education institution.

**(a) Departments recognized as research centres:** Not applicable

**(b) Faculty recognized as research guides:** 01. See 3.2.1.

**(c) Priority areas for research:** Not applicable

**(d) Ongoing Faculty Research Projects:** During the current academic year 2009-10 Principal Dr. M. Fernandes and Dr. K. P. Mody applied for funding of Minor Research Projects from the University of Mumbai. At the time of submission of this RAR, we have received information that the proposal of both candidates has been accepted and funding has been granted. The Principal and the Librarian Ms. R. Arora have also applied for funds from the UGC.

**(e) Ongoing Student Research Projects:** As mentioned in response to Question 3.1.4 above; a project has been undertaken by students of the History Department. It is self-financed and will be completed by the end of the calendar year 2009.

**3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?**

Since our college is primarily an Arts and Commerce College at the undergraduate level we do not have such achievements to our credit.

**3.2.4. Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.**

Yes. Three papers have been published by Dr. A. Correa (Head, Department of Economics) in two international journals. Information on citation index and impact factor is unavailable.

**3.2.5. Give list of publications of the faculty: (a) Books, (b) Articles, (c) Conference/Seminar Proceedings, (d) Course materials (for Distance Education), (e) Software packages or other learning materials, (f) Any other (specify).**

The following is the list of publications of the faculty for the period 2004-5 to 2008-9.

**a. Books: NIL**

**b. Articles:**

- Principal Dr. M. Fernandes
  1. "Collaborative Learning," in DISHA (Development of Innovative Strategies in Higher Academics), St. Xavier's College, Mumbai, February 2006.
  2. "The Need to Foster Inter-Religious Tolerance Among Youth" published in the Inaugural Edition of Ethics and Society: An International Journal. Religions and Cultures for Peace and Harmony. Vol. 1.No.1., Ed. Archbishop Felix et al. 19 September 2009.
- S. Lobo
  1. "The Cinderella Project - A study of the different versions of the Cinderella fairy tale," in 'Reality and Fantasy in Children's Literature,' Department of English, St. Andrew's College, Mumbai.

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- Jennifer Thomas

1. “Through A Glass Darkly: looking for the Family in Fairy Tales”, in ‘Reality and Fantasy in Children’s Literature,’ Department of English, St. Andrew’s College, Mumbai.

- Dr. A. Correa

1. “The Dynamic Inefficiency of Financial Capitalism,” with R. Correa, D. Tripathi Rao and G. Tavares, Applied Economics Letters, Vol. 16(7), 2009, pp. 755-757

2. “Microfinance: Debt and Equity Contracts,” with R. Correa, Applied Economics Letters, Vol. 16(8), 2009, pp.859-862

3. “On the Retail Sector,” Journal of Interdisciplinary Economics, 2008

- Dr. G. Tavares

1. “The Dynamic Inefficiency of Financial Capitalism,” with A. Correa, R. Correa and D. Tripathi Rao, Applied Economics Letters, Vol. 16(7), 2009, pp. 755-757

- Dr. (Fr.) M. T. Joseph

1. “Migration and Identity Formation: A Case Study of Dalit Assertion in Aurangabad, Maharashtra”, in ‘Migration and Mission in India,’ Stanislaus, L., and Jose Joseph (eds.), Pune, Ishvani Kendra & ISPCK: 95 – 124.

**c. Conference/Seminar Proceedings:**

- Principal Dr. M. Fernandes

International Conferences: 1. “Polyphonic Discourses to Appraise Text as Territory,” at the Tenth International Conference of the

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Forum on Contemporary Theory, The theme of the Conference was:

“Thinking Territory: Affect and Attachment towards Land in South Asia.” Goa University, Goa, 16-19 December 2007.

2. “Jungle Stories: A Theatre of Catharsis and Revelation,” at the Second International Conference of the Children’s Literary Association of India, St. Aloysius College, Mangalore, 10-12 January 2008

3. “Phoenix Rising: Enlightenment through Technology,” at the Eleventh International Conference of the Forum on Contemporary Theory. The theme of the Conference was “Democracy in Our Time: The Past and Future of Enlightenment. Banaras Hindu University, Banaras, 18-21 December 2008.

4. “Dorothy Gale’s Performance in The Wonderful Wizard of Oz,” at the Third International Conference of Children’s Literary Association of India. The theme of the Conference was “Learning Wisdom at their Knee: Engaging with Children’s Literature,” University of Mumbai, 19-20 January 2009.

National Seminar:

1. “Collaborative Learning” at **DISHA** (Development of Innovative Strategies in Higher Academics) at St. Xavier’s College, Mumbai, 3 February 2006.

Local Seminars: 1. “Senior College Education” co-authored with Dr. (Fr.) F. Mascarenhas sj. Principal, St. Xavier’s College at the Maxi Archdiocesan Educational Consultation, at St. Pius College, Goregaon, 1-3 November 2004.

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2. “The Witch-hunt for Communists in the Fables of James Thurber” at the seminar on “Divergent Voices” Themes and Trends in American Literature (1900 to 1950);” organized by St. Andrew’s College, 19 November 2004.

St. Andrew’s College Annual Staff Seminars:

1. “Demystifying Shakespeare,” 30 April 2007
2. “The Barmecide’s Feast and the Power of the Imagination,” 30 April 2008
3. “Dreams and Shadows in Religion and Literature,” 29 April 2009

- S. Lobo :

St. Andrew’s College Annual Staff Seminar:

1. “A Wife’s Revenge? A Study of Self and Identity in Manju Kapur’s ‘A Married Woman’,” 29 April 2009

- D. Rao

St. Andrew’s College Annual Staff Seminar:

1. “Informationalism, the Hacker, Ethics and Guides,” 30 April 2008

- Dr. A. Correa

National Conference: 1. “Microfinance: Debt and Equity Contracts”, Jadavpur University, January 2008.

- Dr. K. P. Mody

International Conference: 1. “U.S. Sub-Prime Crisis and Its Global Consequences: An Ongoing Saga,” at the 11th Annual Conference on Money and Finance in the Indian Economy organized by the Indira Gandhi Institute of Development Research (I.G.I.D.R.), Mumbai. 23-24 January 2009. The paper is available online at [www.igidr.ac.in](http://www.igidr.ac.in)

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- H. K. Bhasin

St. Andrew's College Annual Staff Seminar:

1. "Performance Appraisal in the Corporate Sector," 29 April 2009

- J. Punjabi

St. Andrew's College Annual Staff Seminar:

1. "Provisions of the Income tax Act dealing with Self Owned Properties," 30 April 2007

- S. George

St. Andrew's College Annual Staff Seminar:

1. "Women's Right to Property," 30 April 2008

- A.N. S. Sarvani

Local Seminar: 1. "Evolution of Languages," at the Intercollegiate Faculty Seminar, organized by St. Andrew's College, 15 January 2007.

St. Andrew's College Annual Staff Seminar:

1. "Stacks and Recursion Performance," 29 April 2009

- R. Arora (Librarian)

Local Seminar: 1. "Use of Internet in College Libraries among Professors and Students," at the Seminar on "Modern Technologies and Use of Internet in college Libraries," at N.G. Acharya and D. K. Marathe College of Arts, Science and Commerce, Mumbai. 12 January 2008.

St. Andrew's College Annual Staff Seminars:

1. "Evaluation of Internet Information Resources," 30 April 2008
2. "A Sample Study (in-house) of a Library Collection," 29 April 2009

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- Dean (Prof.) A. D. Mascarenhas

St. Andrew's College Annual Staff Seminar:

1. "Institution Building," 30 April 2007
2. "Financing Higher Education," 29 April 2009

**d. Course materials (for Distance Education): NIL**

**e. Software packages or other learning materials: NIL**

**f. Any other (specify):**

- Principal Dr. M. Fernandes

1. Edited and published the collection of papers / articles from the seminar "Divergent Voices: Trends in American literature from 1900's to 1950's." St. Andrew's College, December 2005
2. Edited and published the collection of papers / articles from the seminar "Reality and Fantasy in Children's Literature." St. Andrew's College, Mumbai, January 2009
3. On the Editorial Board for the text book on "Business Communication" for F.Y.B.Com., University of Mumbai, April 2009

- Dr. K. P. Mody

1. Co-authored text book for S.Y.B.M.S. students on Managerial Economics-Macroeconomics (revised syllabus), with A. D. Mascarenhas and P. A. Johnson. Manan Prakashan, June 2009
2. Co-authored text book for S.Y.B.Com.(A&F) students on Macroeconomics (revised syllabus), with A. D. Mascarenhas and P. A. Johnson. Manan Prakashan, July 2009

- A. Quereshi

1. Co-authored text book for F.Y.B.Com. students on Environmental Studies (revised syllabus), with D.N. Sarkar, D. Bhide and Chaudhury. Himalaya Publications, 2009

*\*\*The Dean (former Principal) has also co-authored text books in Economics*

### **3.3 Consultancy**

**3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?**

One member of the faculty provides consultancy services gratis to individuals and religious and/or charitable institutions for accounts, finance and taxation issues.

**3.3.2 How does the institution publicize the expertise available for consultancy services?**

Not applicable.

**3.3.3 How does the institution reward the staff for the consultation provided by them?**

Not applicable.

**3.3.4 How does the institution utilize the revenue generated through consultancy services?**

Not applicable.

### **3.4 Extension Activities**

**3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)**

St. Andrew's College has its own NSS unit which carries out various activities at the college level, university level and community level. There is a professor-in-charge with an advisory committee which guides the unit in the successful execution of various projects.

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The NSS unit also conducts various activities in conjunction with local NGOs with regard to Health Care, Sanitation, Disaster Management, Peace Projects, Relief Work, Blood Donation, Community Service, Child Welfare, Environment Awareness, Women Empowerment and Literacy Programmes to name a few.

Though we do not have our own NCC unit we encourage our students to join other NCC units. In the last five years we have had one student, Loukeek Bornare (T.Y.B.Sc.(I.T.)) who was part of the Air Force division of the NCC.

**3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?**

St. Andrew's College organizes outreach programmes under the NSS and Value education programmes. The latter is compulsory for all students.

The Social Outreach component of the college Value Education Programme is implemented at the Second Year level. The aim of the programme is to give students an exposure to and sensitize them to the hardships faced by the poor and the marginalized. In this way they also learn to respect and appreciate what they have in life. The students are sent on field trips to get a firsthand experience of slums, balwadis, hospitals and primary health centres, leprosy and TB patients colony, fishermen's colony and centres that deal with women in distress.

During the course of the programme, the students have observed various problems faced by people living in different areas

including: inadequate housing, lack of food and water, no primary education for slum children, unemployment / underemployment, problem of alcoholism leading to fights in the family, lack of health and proper medical care, lack of electricity, floods during monsoon, improper drainage facility and lack of basic civic facilities

After the field experience, group discussions are conducted to share experiences and case studies are presented by students. The students are also given questions for their personal reflections. The students reflect on their field exposure and ask questions on their observations, which are then answered by the programme facilitators. The total duration of the programme is for a minimum of 25 hours spread over 6 months.

### **Feedback and Experience**

Many students have stated that they have benefited from the programme. The students realized that they tend to grumble about what they do not have in their life and forget that the poor do not even have the basic necessities of life and yet they greet others with open hearts and minds and have a positive attitude to life. The students felt that this positive attitude of the poor towards life has touched their lives also. Many students expressed their desire to help solve the problems of these poor people to a certain extent.

### **3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training, contributive to community development?**

As part of the NSS programme and Social Outreach component of the Value Education Programme we interact with and jointly

conduct activities with the local NGOs and social service organizations as outlined in the answers to Questions 3.4.1 and 3.4.2 above.

**3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?**

The college has established a working partnership with the University of Mumbai and various NGOs in connection with NSS activities and the Social Outreach Programme as outlined in response to Questions 3.4.1 and 3.4.2 above.

**3.4.5 How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)**

The local community has benefited from extension activities of the college via the NSS and the Social Outreach Programme in terms of students spreading awareness on issues such as cleanliness, AIDS, dowry deaths, domestic violence and other human rights issues including the empowerment of women. Our college students also readily respond to requests for blood donation from the neighbouring hospital which anyway conducts an annual camp for blood donation.

A very important way in which our college helps the local community is by providing an opportunity for undergraduate studies for many first generation learners.

**3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)**

Many of our college extension programmes are targeted at the local population and the local community is welcome to join hands with our NSS and Social Outreach students to carry out projects.

In January 2009 our college has established a Chair of Inter-Religious and Inter-Cultural Dialogue with the objective of spreading greater understanding and tolerance of various religions and cultures; and through that peace and harmony in society. Under the auspices of this Chair we will be arranging various programmes; seminars, lectures and courses, which will be open to the community at large.

**3.4.7. Any awards or recognition received by the faculty / students / Institution for the extension activities?**

NIL

**3.5 Collaborations**

**3.5.1 Give details of the collaborative activities of the institution with the following organizations: (a) local bodies/ community, (b) state, (c) national, (d) international, (e) industry, (f) service sector, (g) agriculture sector, (h) administrative agencies, (i) any other (specify).**

**a) Local bodies/ community:**

- The Social Outreach Programmes as outlined in section 3.4 above.
- Donations during the Silver Jubilee Celebrations and at other times to help build up the college infrastructure.

**b) State:** We have a regular working relationship with the state as we are a grant-in-aid institution.

**c) National:** We are recognized under sections 2(f) and 12(B) of the UGC act and get development funds from the UGC.

**d) International:**

[i] We have developed a good collaborative relationship with the American Center in Mumbai and regularly have joint programmes with them since 2007-8.

- The American Center selected two of our talented students (Nigel Rajaratnam-T.Y.B.Sc.(I.T.) in 2007-8 and Shefali Patrao-T.Y.B.A. in 2008-9) from the Asia Pacific Region as Exchange students to Boston University (USA), for a Fusion Arts Programme

- The American Center chose to stage 'My Soul Is A Witness', a play on the American civil Rights Movement written by David Bar III and performed by the Pegasus Players, in St. Andrew's College

- The American Consul General Paul Folmsbee inaugurated a Photograph exhibition entitled, "Picturing the Century", in our college last year. This exhibition highlighted important events of the last century and it was open to students of other colleges as well as the general public.

[ii] We have a Memorandum of Understanding with University College of Frazer Valley, Canada, which entails a student exchange programme. (See Question 3.1.5)

**e) Industry:**

\*We have a Memorandum of Agreement on International Education Collaboration between St. Andrew's College and Central Michigan University. (See Question 3.1.5). This is primarily an internship programme for the B.Sc.(H.S.) students.

**f) Service sector:** We regularly send our students for summer placements / internships via placement and consultancy firms

**g) Agriculture sector:** NIL

**h) Administrative agencies:** NIL

**i) Any other (specify):**

- We have actively collaborated with the NGO AGNI (Action for Good Governance and Networking in India) to spread awareness of the importance and necessity to exercise adult franchise. In this context we also collaborated with AGNI to get our students registered as voters.

- The Nature Club collaborated with the Petroleum Conservation Research Association for guest lectures and quiz competitions, and with United Way for a Clean Up Mumbai Drive.

- Two of our students (Wilma D'Souza T.Y.B.Sc.(I.T.) and Sherman Fernandes T.Y.B.Sc.(I.T.)) have been selected as campus ambassadors for Infosys.

### **3.5.2 How has the institution benefited from the collaboration?**

**(a) Curriculum development, (b) Internship, (c) On-the-job training, (d) Faculty exchange and development (e) Research, (f) Consultancy, (g) Extension, (h) Publication, (i) Student Placement.**

**(a) Curriculum development:** Not applicable. We are an affiliated college and therefore follow the curriculum recommended by the University of Mumbai.

**(b) Internship:** Our students find placements with various firms / organizations through our associations with placement and

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consultancy firms which provide counselling, interviews and aptitude tests for our students. e.g., Direct-I, Frankfinn, Avalon, Reliance and other firms as listed in RAR Part II - Criterion V - Question 5.1.4.

**(c) On-the-job training:** Our B.M.M. students benefit from internships with newspapers, advertising agencies and small scale industries associated with the Christian Chamber of Commerce. The B.Sc.(Hospitality Studies) students benefit from internships with five star hotels in Mumbai.

**(d) Faculty exchange and development:** Not applicable

**(e) Research:** Not applicable

**(f) Consultancy:** Not Applicable

**(g) Extension:** As outlined in section 3.4

**(h) Publication:** Not applicable

**(i) Student Placement:** See b) and c) above

**(j) Financial resources:** The college benefits from its association with the local community and businesses in terms of sponsorship of inter-collegiate cultural events, and from collaborative events and donations used to build up college infrastructure.

**3.5.3 Does the institution have any MoU / MoC / mutually beneficial agreements signed with (a) Other academic institutions, (b) Industry, (c) Other agencies**

**(a) Other academic institutions:** Yes. (as stated in response to Questions 3.1.5 and 3.5.1) We have a Memorandum of Understanding with University College of Frazer Valley, Canada and a Memorandum of Agreement on International Education Collaboration Central Michigan University.

(b) **Industry:** Yes. We currently have an informal understanding with the Christian Chamber of Commerce whereby our students are provided with opportunities for on-the-job training during their vacations.

(c) **Other agencies:** Yes. Memorandum of Understanding with the Cardinal Paul Poupard Foundation (Milan, Italy) for Inter-Religious and Inter-Cultural Dialogue.

### ***3.6 Best Practices in Research, Consultancy and Extension***

#### **3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

##### **Research:**

Good teaching is based on good reading and research. Being an undergraduate college the scope for carrying out research by faculty members is limited by the workload of academic and non-academic activities. However, in spite of this our Principal and some teachers have undertaken research, completed their Ph.D. studies and continued reading and writing in their line of interest.

Our Principal and a few other faculty members have presented papers at national and international conferences and also have publications in national and international journals. To encourage fledgling research efforts we also have an annual staff seminar each year since the last three academic years. The collected papers of these seminars are being published in a journal.

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The remaining faculty in addition to the ones who have formally taken up research activities, make it a point to attend seminars, workshops, and conferences so as to keep abreast of latest developments and remain at the cutting edge of knowledge in their field of specialization and even in their subjects in general.

Some departments have also taken the lead to organize workshops and national level seminars sometimes with international presence that give both students and faculty an opportunity to interact with experts and people in the their respective fields of expertise.

In this way our faculty members act as a conduit for the spread of recent information to our students as well as effective guides to the latest developments / events / happenings and relate them to the subject being taught.

Our Principal also regularly encourages the staff to apply for funding for minor research projects, write articles and publish them in books or journals.

As faculty we are helped with all the administrative work that goes with applying for funding, submitting projects etc. by an obliging and helpful office staff. The Management on the other hand also stands by the staff to finance their academic endeavours as explained in this response to Questions 3.1.2. and 3.1.3 in this Criterion.

**Consultancy:**

One member of our staff provides honorary consultancy services to organizations doing social work.

**Extension:**

Our college provides extension services via its Social Outreach Programme and the NSS programme. Accordingly the NSS unit organizes blood donation camps, help senior citizens at religious festivals such as the Annual Mount Mary Feast in Bandra, help with rural development at rural camps including doing actual physical labour with the tribals or villagers, teaching the children basic literacy, art and crafts amongst several other activities that include adopting certain areas in which the students work together with the local NGOs.

The Social Outreach Programme sends out our students into various parts of the city to work under the guidance of NGOs for a minimum of 25 hours. Preceding this practical exposure to various social issues ranging from slums and balwadis, primary health care centres and street children, child labour and children's rights, adult education and literacy, health and hygiene awareness, global warming, domestic violence, drugs and alcoholism, AIDS, environmental issues, poverty and the RTI students are also given some theoretical inputs. In this way the various outreach programmes of the college cater to community development

At the end of the course the students share their findings and insights with their peers through innovative methods such as street plays, role plays, skits posters, songs and PowerPoint presentations.

**CRITERION IV:**  
**INFRASTRUCTURE & LEARNING RESOURCES**

**4.1 Physical Facilities**

**4.1.1 What are the infrastructure facilities available for**

**(a) Academic activities, (b) Co-curricular activities, (c) Extra-curricular activities and sports?**

**(a) Academic Activities:** There are 34 well maintained and ventilated classrooms of which 13 classrooms are equipped with LCD facilities and 3 classrooms have audio-visual facilities. Altogether we have 24 LCDs, 08 OHPs, 02 DVD players and a digital camera that are available for use of staff and students.

A central computer laboratory with 56 PCs and LAN, an electronic laboratory and a central library with free internet facilities and a recently introduced Multi-Media section and Language Laboratory in the library.

The college also has a conference room equipped with audio-visual facilities, three staff rooms equipped with computers with internet connections and a printer. There is also a reprographic counter that provides photocopying facilities.

The Hospitality Studies section is equipped with laboratories (for basic cooking, baking and bulk cooking), a guest room for housekeeping, a mock restaurant and bar, and reception counter.

All college academic (and other) matters are co-ordinated from the central office located on the ground floor of the college building.

**(b) Co-curricular Activities:** Classrooms and the conference room may be used for co-curricular activities when available.

**(c) Extra-curricular Activities and Sports:**

Extra-curricular activities: We have a state-of-art 800 seat air-conditioned auditorium equipped with the latest sound and light technology. The classrooms and conference room are also available for conducting quiz, elocution and debate competitions.

For the spiritually inclined we have a chapel located on the ground floor.

Sports activities: Indoor games such as chess, carrom and table tennis are made available to the students in their common rooms. In Mumbai where open space is unavailable for many colleges to have outdoor activities, we are happy to state that we have ample space where our students can play volleyball, throwball and basketball on the college grounds. For hockey and football we have access to the St. Andrew's School grounds. We also use these grounds for our annual athletics competition. We have an Honorary Sports Director. We provide our students with the requisite kits and coaching to enhance their skills.

We have introduced gymnasium facilities with modern equipment.

**4.1.2 Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions.**

The master plan is attached as Part II – Annexe 1.

Currently we have no immediate plan for expansion.

**4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.**

Yes. The major heads of expenditure have been accounted for in Part II – Annexe 2.

Note that expenditures incurred on the building are not reflected in the annexe as it was spent by the management.

**4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?**

Yes. There is a common room for girls. Each floor in the college has a washroom for the girls except the first floor.

The staff rooms are common to men and women. However there is a separate washroom for men and women.

**4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The introduction of new infrastructure of the college is planned before or concurrently with the introduction of new courses.

Optimum utilization of existing infrastructure is ensured by setting official schedules (timetables) of occupancy of various classrooms by the regular and self-financed courses. The Junior College uses the infrastructure after the morning session of regular degree college lectures. The college premises are regularly used by the University of Mumbai and the Maharashtra Board to conduct Third Year and H.S.C. examinations respectively.

On public holidays and after college hours the premises are rented out for other educational, cultural and spiritual programmes. It

is also rented out to banks and other corporate firms who would like to conduct their examinations / training programmes in our premises.

**4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?**

Our college has a ramp at the entrance on the ground floor and an elevator. Mobility on each floor of the college is easy as the construction is disabled-friendly. Besides, there are washrooms for boys and girls on the ground floor.

During the time of examinations special arrangements are made for our own, as well as outside college students to accommodate them on the ground floor in a separate classroom.

***4.2 Maintenance of Infrastructure***

**4.2.1 What is the budget allocation for the maintenance of (last year's data) (a) Land, (b) Building, (c) Furniture, (d) Equipment, (e) Computers, (f) Vehicles?**

There is no specific budget allocated for the maintenance of the above mentioned items. Expenditures are incurred from funds collected under the heads of non-salary fees (e.g., development fees). However, if the funds so collected are inadequate the Management provides funds for the additional expenditures.

**4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?**

The annual budget is discussed at the LMC and relevant issues at the Purchase Committee meetings. We also follow the practice of getting our accounts audited annually. Our accounts are

also open to scrutiny by the University of Mumbai and / or Government Auditors.

**4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?**

Our college infrastructure is maintained as follows:

1. **Regular cleaning:** There is a roster that specifies cleaning duties by regular and contractual Management employees.

2. **Computers:** During the past two years we had AMCs. Now we have our own technician.

3. **Electric work:** We have an electrician on campus and also one on call.

4. **Plumbing work:** Plumbing services are available on call.

5. **Carpenter:** Services are available on call.

6. **Gardening:** A professional gardener is called in once/twice in a year. The rest of the time the employees that look after the cleaning and students of the Nature Club volunteer to look after the plants and trees in the campus.

***4.3 Library as a Learning Resource***

**4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?**

Yes. The major responsibilities of the committee are as follows:

(i) Approve the annual budget for purchases of books / periodicals / CD-ROMS / and other resources, (ii) Discuss allocation of resources for the above, (iii) Plan improvements in library infrastructure, (iv)

Discuss any feedback from the faculty and students and from the suggestion box, (v) Discuss and implement new and up-to-date procedures for accession of books, issue and return of books. e.g., introduction of automation and bar coding, (vi) Addressing policy level issues about observance of library rules and discipline in the library, and staff duties, (vii) Organizing library orientation for students, (viii) Organizing book exhibitions, (ix) Award of the Best Reader Prize.

#### **4.3.2 How does the library ensure access, use and security of materials?**

Our college library follows the open access system which provides maximum access and use of library resources without any restrictions.

Books are catalogued following the Dewey Decimal Classification System. Students use the catalogue on the library computers to locate books. The library staff also assists students and faculty in finding the required resources. Books may be read in the library or issued.

Students' belongings are deposited at a counter at the entrance of the library. They also sign in the student's register. Students without identity cards are not allowed to access or issue resources. The library staff keeps a check on all materials that are taken out of the library.

**4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)**

The library is almost fully automated. Students also have access to computers for their project / assignment work.

There are eleven computers in the library. (One server, one for the Librarian, two for processing library resources, two at the circulation counter, two for user access to the catalogue and three for internet access). The library has a broadband connection supplied by Reliance. The bandwidth is 75 kbps.

Our library has installed LIBSUITE\_educational which provides a Query system similar to an Online Public Access Catalogue which is accessible from two computers. Students are provided with free access to the internet. Reprographic facilities are made available on request. (There is a reprographic counter in the college). There is also a CD-ROM facility. All computers use the Windows Operating System.

We also have a Multi-Media Library and Language Laboratory.

**4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.**

Books are purchased based on the recommendations of faculty for their individual subjects, the Library Committee and requests from students. The Librarian also consults the bibliographic recommendations made by the University when new syllabi are

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**CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES**

introduced. From time to time exhibitions of books from various publishers are also arranged for the benefit of faculty and students.

Amounts spent on books in the last five years:

		<b>2004-5</b>	<b>2005-6</b>	<b>2006-7</b>	<b>2007-8</b>	<b>2008-9</b>
<b>Reference books</b>	<b>No.</b>	66	133	75	101	237
	<b>Expenditure (Rs.)</b>	90965.00	44440.00	53769.00	93155.00	300871.00
<b>Other books</b>	<b>No.</b>	1268	1361	1236	2649	2712
	<b>Expenditure (Rs.)</b>	505531.00	622070.00	487945.00	610412.00	2280174.00
<b>Text books</b>	<b>No.</b>	248	220	189	218	472
	<b>Expenditure (Rs.)</b>	58304.00	39225.00	32350.00	44111.00	71471.00

**4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty? (hours, frequency of use , subscriptions, licensed software etc.,).**

Our college library is open from 7.30 a.m. to 5.00 p.m. and both students and faculty are free to access the internet services within that time period on all working days. On an average at least five students access the internet every day. The number usually increases at the time of project / assignment submission. (The faculty members usually access the internet from the computers provided in the staff room or they may even use the central computer laboratory facility.)

The software in use in the library includes the following:

- (i) LIBSUIE\_educational      (ii) Windows Operating System.

**4.3.6 Are the library services computerized? If yes, to what extent?**

Yes. The following services have been computerized in the library:

(i) Accession of books, (ii) Cataloguing, (iii) Circulation – Issue and Return of books, (iv) Serial control (periodical entries), (v) Search facility – also provides information on the current status of the book; i.e., whether it is being processed, issued or available, (vi) Bar-coding of books is in process.

**4.3.7 Does the institution make use of INFLIBNET / DELNET/IUC facilities? If yes, give details.**

Not applicable.

**4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?**

Information about latest acquisitions (books and periodicals) is displayed on the library notice board every three months. A list is available for staff and students to peruse. This year the library has introduced the practice of providing each Head of Department with the pertinent complete book list on CD-ROM.

Each year the Librarian provides an orientation for students to familiarize them with the resources in the library, how to access them and also provides details of the collection.

The Librarian also displays a pamphlet on the notice board providing details about the library procedures and collection on the notice board. Details about the library are also available on the

college website on a separate tab 'Library' under the section "What We Offer."

**4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.**

Yes. We have an institutional membership with:

(1) The American Library, and (2) The British Council Library.

Membership with these libraries provides the college with borrowing facilities (books, periodicals, CD-ROMs, DVDs, and on line access to their services).

Students are also provided with introductory letters to the University of Mumbai Library, Indira Gandhi Institute of Development Research, St. Xavier's College Library and certain NGOs.

**4.3.10 What are the special facilities offered by the library to the visually- and physically-challenged persons?**

The physically-challenged students are personally assisted by our library staff. In most cases they take the help of their peers.

Hitherto we have had one visually challenged student. She was helped by her class mates who used to issue books and read to her.

**4.3.11 List the infrastructural development of the library over the last two years.**

The infrastructure of our college library has been augmented in the following manner over the last two years (2007-8 and 2008-9).

(i) Addition of thirty closed book shelves for storage, (ii) Addition of five book shelves, (iii) Remodelled Library counter, (iv) Additional computers, (v) Two additional periodical display racks, (vi) Compact storage system to accommodate the growing collection of books.

**\*\*During this academic year we have set up the infrastructure for a Multi-Media Library and a Language Laboratory.**

**4.3.12 What other information services are provided by the library to its users?**

The library staff provides students and faculty all the assistance required to locate information and books.

The library also maintains archives of certain periodicals which are also accessible on line.

This year the library has undertaken three initiatives to enhance support facilities in the library and to provide better services.

(i) The establishment of a Multi-Media Library with films and DVD resources.

(ii) Setting up a LAN (with a high-end server and 4 nodes) with mirroring of CD/DVD facility for simultaneous access by users for the Language Laboratory

(iii) Developing a Web Index in the form of an offline Library web portal which will act as an interface between library internet facility users and the Worldwide Web. This will assist the users in swiftly locating authentic information on various subjects.

#### ***4.4 ICT as Learning Resources***

**4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licensed software etc.)**

Yes.

**Number of computers:** Total in college: 103 + 03 laptops

**Computer-Students ratio:** 1:1 in the Computer Laboratory

**Stand alone facility:** 02

**LAN facility:** In three different areas; (i) Computer laboratory, (ii) Library (iii) College office, together with the computers in the Principal's and Dean's Office

**Configuration:** Intel P4, 2.50 GHz, 1GB, 150 GB H.D.D.

**Licensed software:** 07

**Any other information:** 21 Printers, 02 Scanners, 08 OHPs, 25 LCDs, 02 Routers, 07 Network Switches, 01 Hub, 03 Classrooms with AV configuration and 01 LCD Air projection system.

**4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?**

Yes. The central computing facility is installed with the requisite server and LAN facility. It is a particularly useful teaching-learning aid as the professor is able to effectively supervise the learning process and conduct practicals and computer examinations. in real time.

**4.4.3 How are the faculty facilitated to prepare computer-aided teaching/ learning materials? What are the facilities available in the college for such efforts?**

There are computers and printers available for the use of faculty in the computer laboratory, library and the staff rooms. Scanners are also available on demand.

For teachers who can and want to use computer aided learning; portable and mounted LCD are available and certain classrooms have audio-visual facilities.

**4.4.4 Does the Institution have a website? How frequently is it updated? Give details.**

Yes. [www.standrewscollege.ac.in](http://www.standrewscollege.ac.in)

Our website is regularly updated with current developments in the college. The basic information is checked and updated from time to time and whenever required.

**4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?**

Our college computer systems are upgraded annually.

The budget for the same is provisioned from the fees collected from students as per University rules and the Management makes a contribution when necessary. Funds are deployed according to requirements. Earlier, we had an annual maintenance contract and a technician was available on the premises for a fixed duration of time each day. We now have our own computer technician available on the premises. If the need arises we call for external expertise.

**4.4.6 How are the computers and their accessories maintained?**  
**(AMC etc.)**

Our computer technician looks after the computer systems.

**4.5 Other Facilities**

**4.5.1 Give details of the following facilities: (a) Capacity of the hostels (to be given separately for boys and girls), (b) occupancy, (c) Rooms in the hostel (to be given separately for boys and girls), (d) Recreational facilities, (e) Sports and Games (Indoor and Outdoor) facilities, (f) Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.)**

**a), b), c), d):** Not applicable. We do not have hostel facilities.

**e) Sports and Games (Indoor and Outdoor) facilities:** We have facilities for the following indoor games for boys and girls:

(i) Carrom (ii) Chess (iii) Table-tennis

Outdoor games such as basketball, throwball and volleyball are played on the college grounds. Hockey and football matches, and athletics are conducted on the neighbouring St. Andrew's School grounds. We have coaching facilities for talented sportspersons.

We also have gymnasium facilities for staff and students.

**(f) Health and Hygiene:** We do not have a health care centre or medical staff on campus. We are within one kilometre distance to Holy Family Hospital and we go there in emergencies.

**4.5.2 How does the institution ensure participation of women in intra-and inter- institutional sports competitions and cultural activities?**

The college provides physical infrastructure (separate changing rooms and bathroom facilities), kits and training of

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individuals and teams. The Honorary Sports Director co-ordinates the training and participation of individuals and teams in various tournaments. The college bears all expenses of kits, travelling costs and fees for participation in various competitions. There are also prizes and scholarships for the best sports girls. Students are granted concession in attendance. There are separate tournaments in college for boys and girls in all the sports.

We have a women's team for basketball, throwball and volleyball. We also have teams in various age groups for hockey and football. We have also had a lady boxing champion in the recent past. We are proud to state that many of our talented sportspersons including girls have been selected to represent Mumbai District and Mumbai University at the local, regional and national level. In the last academic year our girls teams were declared Champions at the University of Mumbai Hockey and Football tournaments. Many of our students were sent to train at national level camps. Three of our outstanding Hockey players starred in the film "Chak De."

**TEAM PERFORMANCE AT SPORTS COMPETITIONS**  
**WOMEN (2004-5 –2008-9)**

<b>Sports Team</b>	<b>Champions During (year)</b>	<b>Runners-up during (year)</b>	<b>Organized by</b>
Basketball	---	2004-5 (2 <sup>nd</sup> year)	University of Mumbai
Hockey	---	2004-5	St. Andrew's College
Foot Ball	---	2004-5 (2 <sup>nd</sup> Runnerup )	University of Mumbai
Foot Ball	---	2005-6	University of Mumbai
Hockey	2005-6	---	University of Mumbai
Hockey	2005-6	---	St. Andrew's College
Basketball	---	2005-6	St. Andrew's College
Foot Ball	2006-7	---	University of Mumbai
Hockey	2006-7	---	University of Mumbai

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<b>Sports Team</b>	<b>Champions During (year)</b>	<b>Runners-up during (year)</b>	<b>Organized by</b>
Hockey	2006-7	---	St. Andrew's College
Foot Ball	2007-8	---	University of Mumbai
Hockey	---	2007-8	University of Mumbai
Hockey	2007-8	---	St. Andrew's College
Foot Ball	2008-9	---	University of Mumbai
Basketball	---	2008-9(2 <sup>nd</sup> Runner up )	University of Mumbai
Hockey	2008-9	---	University of Mumbai
Hockey	---	2008-9	St. Andrew's College

Besides the above achievements, 40 students of our college were selected to represent regional, zonal and national level sports events during the last five years.

**4.5.3 Give details of the common facilities available with the Institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet cafe, transport, drinking water etc.)**

(i) We have three staff rooms. One on the first floor, another on the third floor and a third in the Hospitality Studies section. The staff rooms in the main building are equipped with computers, printers and internet access. They are linked by intercom.

(ii) We do not have a day care centre or health centre. We are however in close proximity to the Holy Family Hospital for emergencies.

(iii) There are separate common rooms and restrooms for boys and girls.

(iv) Our canteen offers good-value-for-money snacks and meals.

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(v) There is free parking for vehicles of staff and students

(vi) We do not have a guest house but a self-contained guest room.

(vii) For college related work or in emergency staff and students can make phone calls from the office. Most of our staff and students have their cellular phones.

(viii) Free internet facilities are available to the students in the library and the computer laboratory. Staff can also access the internet from the staff room computers.

(ix) Clean drinking water is made available to staff and students via equipment such as the 'Aqua guard' and 'Pure It'.

(x) Other common facilities include:

(a) Inter-com facility,

(b) Provision of security,

(c) Reprographic facilities,

(d) A Chapel,

(e) An auditorium,

(f) Sports ground and field,

(g) A gymnasium,

(h) A borewell to provide running water in washrooms and the auditorium,

(i) Modern educational aids (e.g. OHP, LCD for computer-aided learning).

**4.6 Best Practices in  
Infrastructure and Learning Resources**

**4.6.1 What innovations/best practices in ‘Infrastructure and Learning Resources’ are in vogue or adopted/adapted by the institution?**

Intrinsic to the attainment of excellence in provision of quality education is the provision of enabling infrastructure. The college Management and Principal have been proactive and have always seen to the provision of physical infrastructure and teaching-learning resources to complement and facilitate productivity of the intellectual human resources.

The best practices of our college with respect to infrastructure and learning resources are as follows:

(i) Classrooms and other facilities are well maintained. They are clean, well lit, bright and well ventilated.

(ii) Physical infrastructure growth has matched academic growth. Two years ago, we inaugurated an annexe to the college building as well as a separate wing in the adjoining building for Hospitality Studies.

(iii) Physical infrastructure usage is optimized by conducting courses from 7.30 a.m. to 5.30 p.m. On Sundays and public holidays the premises are made available to other institutions or course conductors for non-university courses, competitive examinations and other local cultural activities. The auditorium is professionally managed and rented out to amateur and professional entertainers.

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(iv) The required equipment is provided and properly maintained to conduct practicals for all courses, especially the self-financed courses B.Sc.(I.T.) and B.Sc.(H.S.).

(v) Augmented resources for the teaching-learning process in the form of additional OHPs, LCDs both mobile and fixed in certain classrooms, sound systems in certain classrooms make them into virtual lecture theatres.

(vi) Increase in the number of computers in the college over the last five years. Besides augmentation, there has been up-gradation of existing hardware. The bright and air-conditioned central computer laboratory is spacious and serves the learning-teaching objective well with the LAN system.

(vii) Renovation of the women's common room and washroom

(viii) Our library is accessible to all and it follows the open access system. It is clean and well maintained. There is a separate area for the teaching staff.

(ix) Over the last five years the library has augmented its collection of books and periodicals. It has also set up a collection of CDs and DVDs. There is also a library advisory committee which supports the initiatives of the library.

(x) Improved services of the library include computerization of administration and circulation, user catalogue, access to resources from the British Council Library and the American Library, orientations and user guidance helps learners to know how to know.

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The staff is also provided with information about the current contents of periodicals at regular intervals.

(xi) Information about the organization of books in the library is also available on the college website.

(xii) The library has also instituted the 'Best User Award' for students.

(xiii) To accommodate the increasing collection of books in the library the library has introduced the Compact Storage System.

(xiv) The library also maintains a collection of maps.

(xv) Increased number of computers and access to internet services free of charge in the library for all students.

(xvi) Hosting book exhibitions by distributors to provide faculty and students with opportunities to review new books and indent them into the library collection.

(xvii) This year we have introduced a Multi-Media Library with wide screen viewing and a Language Laboratory in the library together with CD/DVD mirroring server facility.

(xviii) The library operates a book bank facility for economically challenged students. It also maintains a collection of text books for students to borrow from the library.

(xix) The library maintains a collection of past years questions papers.

(xx) The library displays a brochure on its notice boards and website regarding the library facilities.

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(xxi) A suggestion box at the entrance of the library that is regularly checked by the librarian.

(xxii) Our auditorium with its cutting edge light and sound technology hosts all our in-house and inter-collegiate events.

(xxiii) Intellectual exercises of seminars, workshops debates, and elocution and quiz competitions are carried out in the air-conditioned conference room which is equipped with audio visual equipment.

(xxiv) We have playing fields available for athletics and outdoor games such as hockey and football. Our college grounds also accommodate games such as basketball, throwball and volleyball. Facilities for playing indoor games table tennis, carrom and chess are made available in the boys and girls common rooms.

(xxv) We have a gymnasium with basic exercise equipment. We have a sports director and an assistant to supervise the use of the equipment.

(xxvi) Our staff rooms are well-ventilated and very pleasant. There are computers which have internet facilities and a printer available for official use. A refrigerator and microwave are also provided in the staff room

(xxvii) Improved canteen facilities for students and staff alike.

(xxviii) There is provision for Principal's quarters and a guest room on campus.

**CRITERION V:**

**STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Progression**

5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.) of the students of the last two batches.

No.	Student Groups	2007-2008 Number (% of Total)			2008-9 Number (% of Total)		
		M	F	T	M	F	T
1.	SC	04 (0.39)	01 (0.07)	05 (0.21)	15 (1.43)	03 (0.21)	18 (0.73)
2.	ST	NIL	NIL	NIL	02 (0.19)	03 (0.21)	05 (0.20)
3.	DT	NIL	NIL	NIL	NIL	01 (0.07)	01 (0.04)
4.	NT	01 (0.1)	NIL	01 (0.04)	01 (0.1)	NIL	01 (0.04)
5.	OBC	13 (1.26)	12 (0.87)	25 (1.03)	20 (1.91)	14 (0.99)	34 (1.38)
6.	SBC	04 (0.39)	02 (0.14)	06 (0.25)	04 (0.38)	02 (0.14)	06 (0.24)
7.	OPEN/GENERAL	1012 (97.87)	1372 (98.92)	2384 (98.47)	1004 (95.98)	1392 (98.37)	2399 (97.36)
8.	TOTAL	1034 (100)	1387 (100)	2421 (100)	1046 (100)	1415 (100)	2464 (100)

From the above table it is clear that an overwhelming majority of our students (98.47% and 97.40% during the academic years 2007-8 and 2008-9 respectively) are from the open/general category. However, our college does follow government reservation norms for the other categories of students. During the last two academic years there is a marginal increase in the number of students from the SC (05 to 18), ST (nil to 05), and OBC (15 to 34) categories. The number

in the NT category has remained constant (01) as has that of SBC (06).

**5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?**

The dropout rate is low. Over 2007-8 and 2008-9, the average drop-out rate was as low as 0.84%

On our part we try to ensure as far as possible that students comply with the university rules regarding appearing for examinations. If a student has to dropout due to noncompliance with university rules we encourage them to return the next year to complete their education.

We have introduced remedial classes for the weak students so that they do not drop out. Individual professors also provide personal attention when approached. This is particularly helpful for the first generation learners. We also call parents to alert them about their wards performance and attendance.

**5.1.3 On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years. (UG to PG to Ph.D. and /or to employment)**

Some of our students do proceed for further studies in their respective subjects or branch out for management studies in India and abroad. An informal estimate would state that a majority of our students prefer to pursue employment after graduation. However, we do not have any data available for the same.

**5.1.4 How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students have been employed? (average of last five years)**

The Training and Placement Cell of our college (inaugurated in 2005-2006) has established contacts with consultants and prospective employers to meet and familiarize our students with the particulars of applying for jobs and appearing for interviews. Campus placement interviews have been conducted and approximately 5-10% of our graduating students each year have been given placements. The following are the companies that have provided information on future employment opportunities and/or conducted campus interviews and provided employment to our students during the last five years.

**2004-5:**

- (i) Jet Airways
- (ii) During 2004-5 students attended a Seminar given by the regional Manager of IMS on “Post Graduate Career Options in Management – MBA.”
- (iii) Students were also given the opportunity to experience the tough pre-MBA entrance exam with a mock / simulated CAT.

**2005-6:**

- (i) India Bulls, (ii) Infomedia,
- (iii) 3 Global, (iv) L & T Infotech.

During 2005-6 a Career and Placement Fair was conducted which attracted stalls from a variety of Universities and educational institutions, education desks of USA and France, the Armed Forces and a variety of placement companies.

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**2006-7:**

- |                  |                     |
|------------------|---------------------|
| (i) IBM,         | (ii) Direct I,      |
| (iii) Infosys,   | (iv) Datamatic,     |
| (v) Accenture,   | (vi) Deutsche Bank, |
| (vii) Intelenet, | (viii) Jet Airways  |

During 2006-7 Miss Wilma D'Souza (T.Y.B.Sc.(I.T.)) was selected as campus ambassador for Infosys.

**2007-8:**

- (i) Infosys, (ii) Accenture, (iii) Deutsche Bank, (iv) Citi Bank,  
(v) Cyber Managers, (vi) Ugam Solutions: During 2007-8 summer jobs were provided by Ugam Solutions (C.A.) and Light and Magic (Event Management).

**2008-9:**

- (i) Direct i, (ii) Fides Global Consultants Pvt. Ltd.,  
(iii) Seed Infotech Ltd., (iv) Fortune HR,  
(iv) Cognisant Technology Solutions.

During 2008-9 Mr. Sherman Fernandes (T.Y.B.Sc.(I.T.)) was selected as campus ambassador for Infosys. Our students were also given seminars by personnel from the British Council, U.S.I.S. and the German Consulate on education opportunities in their respective countries.

**5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations (Average of last five years) (UGC-CSIR-NET,**

**SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services-  
IAS,IPS,IFS, Central/State services etc. )**

A few of our students do appear for competitive examinations but we have no documentation and hence data is unavailable for the same.

Individual professors have guided students for competitive examinations on an informal basis. We have no training procedures for the same. Some students have been given an experience of a mock CAT examination.

Students in the third / final year have from time to time been familiarized with techniques of how to be effective at interviews and group discussions; by experts and also by our own ex-students.

Students from the BSc.(I.T.) faculty are provided with an opportunity to attempt mock MCA tests. They are also given training for competitive exams at one-day seminars conducted by various institutions.

**5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc.(Last five years' data)**

The performance of our students at the University examinations has almost always consistently been better than the overall University pass percentage. In the last five years the pass percentage for B.A.- ranged from 92.77% to 99.30%, for B.Com.- 86.79% to 96.55%., B.M.S.- 69.44% to 87.15%; B.M.M.-98.15% to

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100%; B.Sc.(I.T.)- 70.49% to 84.00% and B.Com(A&F)-87.17% to 96.00%.

**INSTITUTIONAL ACADEMIC PERFORMANCE**  
**(PASS PERCENTAGE – 2004-5 TO 2008-9)**

<b>COURSES</b>	<b>2004-5</b> College (University)	<b>2005-6</b> College (University)	<b>2006-7</b> College (University)	<b>2007-8</b> College (University)	<b>2008-9</b> College (University)
<b>B.A.</b>	99.30 (81.02)	97.06 (80.19)	98.61 (76.81)	98.03 (78.51)	92.77 (76.08)
<b>B.Com.</b>	90.81 (56.78)	86.79 (55.81)	91.61 (55.58)	96.55 (59.62)	90.26 (58.26)
<b>B.M.S.</b>	87.15 (86.28)	87.15 (80.91)	69.44 (71.75)	84.29 (81.23)	87.17 (83.95)
<b>B.M.M.</b>	98.33 (94.74)	100.00 (92.90)	98.48 (91.37)	98.15 (94.16)	100.00 (95.89)
<b>B.Sc.(I.T.)</b>	75.00 (78.94)	84.00 (74.08)	70.49 (65.13)	73.68 (65.22)	78.68 (60.59)
<b>B.Com. (A&amp;F)</b>	-- --	94.00 (97.89)	87.17 (93.55)	96.00 (95.01)	93.33 (94.92)

As may be observed from the tabular presentation on the next page our students turn in a sizeable number of first classes and distinctions at the university examinations.

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**NUMBER OF FIRST CLASSES AND DISTINCTIONS**  
**2004-5 to 2008-9**

COURSES	PERFORMANCE	2004-5			2005-6			2006-7			2007-8			2008-9		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
B.A.*	First Class (Nos.)	06	35	41	03	30	33	04	13	17	12	43	55	02	35	37
	First Class (% of total appeared)	28.67%			19.30%			11.81%			32.68%			22.42%		
B.Com.*	First Class (Nos.)	40	66	106	40	93	133	38	107	145	46	106	152	38	108	146
	First Class (% of total appeared)	36.05%			41.69%			50.70%			52.41%			52.71%		
B.M.S.	First Class (Nos.)	30	29	59	41	28	69	32	25	57	39	30	69	38	30	68
	First Class (% of total appeared)	54.13%			63.30%			52.78%			57.02%			58.12%		
	Distinction	05	27	32	06	07	13	02	08	10	06	08	14	13	16	29
B.M.M.	First Class (Nos.)	16	18	34	16	18	34	16	26	42	14	11	25	17	07	24
	First Class (% of total appeared)	56.67%			58.62%			63.64%			46.30%			40.68%		
	Distinction	05	16	21	08	15	23	03	13	16	08	16	24	08	26	34
B.Sc.(I.T.)	First Class (Nos.)	16	04	20	22	08	30	18	15	33	17	14	31	22	14	36
	First Class (% of total appeared)	62.50%			60.00%			54.10%			54.39%			59.02%		
	Distinction	02	02	04	02	01	03	--	02	02	--	01	01	--	--	--
B.Com. (A&F)	First Class (Nos.)	--	--	--	--	--	--	02	02	04	02	--	02	02	--	02
	First Class (% of total appeared)	%			--			10.26%			08%			04.44%		
	Distinction	--	--	--	07	09	16	07	15	22	05	15	20	13	25	38
	Distinction (% of total appeared)	--			94.12%			56.41%			80%			84.44%		

\* University of Mumbai does not award distinctions for the B.A. and B.Com. programmes.

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### CRITERION V: STUDENT SUPPORT AND PROGRESSION

During the last five years the following students have distinguished themselves at the University examinations.

YEAR	NAME OF STUDENT	FACULTY AND/OR SUBJECT	RANK AT UNIVERSITY
<b>2005-6</b>	Miss Kalathilparambil Vinita	B.A. English-Psychology	<b>30<sup>th</sup></b>
	Miss Kalathilparambil Vinita	Psychology Paper IV	<b>Highest Marks 94%</b>
	Miss Brinelle Lobo	B.Com.	<b>8<sup>th</sup></b>
	Mr. Nirmal Kotian	B.Com. Accounts Paper I	<b>Highest Marks 100%</b>
	Miss Dionne Baptista	B.Com. Accounts Paper III	<b>Highest Marks 100%</b>
	Miss Lisabelle Gonsalves	B.M.M. (Journalism)	<b>2<sup>nd</sup></b>
	Miss Grizelda Lobo	B.Com.(A&F)	<b>1<sup>st</sup></b>
<b>2007-8</b>	Mr. Richard Fernandes	B.Com.	<b>10<sup>th</sup></b>
<b>2008-9</b>	Miss Chriselle Vaz	B.Com.	<b>4<sup>th</sup></b>

### COMPARATIVE ACADEMIC PERFORMANCE\*

#### Pass Percentage - 2005-6

	B.A.	B.Com.	B.M.S.	B.M.M.	B.Sc.(I.T.)
<b>St. Xavier's</b>	100.00	44.17	N.A.	N.A.	--
<b>K.C.</b>	94.02	91.93	--	100.00	--
<b>Rizvi</b>	76.67	59.73	N.A.	N.A.	N.A.
<b>National</b>	86.49	78.95	--	N.A.	--
<b>Ruparel</b>	86.74	80.72	N.A.	N.A.	N.A.
<b>Sathaye</b>	81.91	68.39	N.A.	N.A.	N.A.
<b>St. Andrew's</b>	<b>97.06</b>	<b>86.79</b>	<b>87.15</b>	<b>100.00</b>	<b>84.00</b>
<b>University of Mumbai</b>	<b>80.19</b>	<b>55.81</b>	<b>80.91</b>	<b>92.90</b>	<b>74.08</b>

**COMPARATIVE ACADEMIC PERFORMANCE\***

**Pass Percentage - 2006-7**

	<b>B.A.</b>	<b>B.Com.</b>	<b>B.M.S.</b>	<b>B.M.M.</b>	<b>B.Sc.(I.T.)</b>
<b>St. Xavier's</b>	94.02	N.A.	N.A.	N.A.	--
<b>K.C.</b>	98.51	96.04	--	100.00	--
<b>Rizvi</b>	84.13	68.53	N.A.	N.A.	N.A.
<b>National</b>	89.74	75.31	N.A.	N.A.	80.95
<b>Ruparel</b>	--	--	N.A.	N.A.	N.A.
<b>Sathaye</b>	82.72	64.30	N.A.	70.69	N.A.
<b>St. Andrew's</b>	<b>98.61</b>	<b>91.61</b>	<b>69.44</b>	<b>98.48</b>	<b>70.49</b>
<b>University of Mumbai</b>	<b>76.81</b>	<b>55.58</b>	<b>71.75</b>	<b>91.37</b>	<b>65.13</b>

Source: University of Mumbai, Annual Reports, 2006-7, 2007-8.

N.A. = Not available.

**5.2 Student Support**

**5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?**

Yes. The college prospectus and website contains information about the various courses and subjects available to students in the regular and self-financed courses. Students are provided with particulars about admission rules and eligibility criteria. In addition, there is information about keeping terms, examination matters, co-curricular and extra-curricular activities, and the campus infrastructure. There is also the customary information about college timings, disciplinary rules and regulations / code of conduct, and the

college calendar, besides information about prizes, freeships and scholarships.

The annual college magazine provides a glimpse of college activities and achievements of students and faculty. It is also an important outlet for the creativity of our students.

Over and above the sources of information cited above; students are regularly informed about all relevant matters via notices on the notice boards, announcements in class and orientation by the Principal and Dean.

**5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ freeships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).**

Yes. Our college awards scholarships to students for their academic performance, outstanding participation in cultural activities and for value education. Though basically linked with academic performance, some scholarships take into account the financial condition of the students.

The following scholarships are awarded by the college:

No.	Scholarships / Prizes	Numbers
1.	Value Education	02
2.	Academic	41
3.	Cultural	01
4.	All round / Best Students	04
5.	Sports	02

Besides the above, deserving students are granted freeships thanks to our generous donors. There is also a Student's Welfare

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Fund that is used to aid deserving needy students. There are also University and Government Scholarships for minority students and other notified category.

Freeships are granted from the following funds:

- I. Bishop Longinus Pereira Fund
- II. S. N. & Dr. Irene Iyer Charity Trust Freeship

Our college has **never** turned away a student who has a financial constraint or comes from an economically disadvantaged background. In addition to supporting academic excellence our college also encourages students who excel in sport and cultural activities by reimbursing all expenses and / or providing advances to cover all expenses related to inter-collegiate competitions.

**5.2.3 Give details of schemes for student welfare? (insurance, subsidized canteen facilities, special diets, student counselling support, “earn while you learn” scheme etc.)**

Our college has a number of programmes that contribute to student's welfare. These may be classified as academic and non-academic programmes.

In the academic group we have a mentoring programme, remedial teaching, the book bank, and training and placement facilities. Academic mentoring is provided by the professors-in-charge of various classes. These teachers meet their students at least once a term and counsel them on matters relating to their academic progress, attendance and extra-curricular activities. We take care of the personal growth of students through value education, counselling,

as well as through opportunities to participate in and organize various cultural, literary events / festivals and sports.

We have made provisions for students' insurance in accordance with the recommendations of the University of Mumbai.

The college canteen does not provide any specialized diet or subsidized meals, but we ensure that it provides good “value-for-money.”

We do not have any regular earn-while-you-learn schemes but students are provided with opportunities for short-term placements during vacations and/or part-time jobs during the term. Whenever the office is overstretched, some students are assigned administrative work on payment.

To look after the spiritual needs of students we have a campus minister who is present on campus at least thrice a week.

#### **5.2.4 What type of support services are available to overseas students?**

There are no exclusive services for overseas students. However, the staff is always alert to their special needs and renders the necessary help.

#### **5.2.5 Give details of the placement and counselling services for the students?**

Our college established a Training and Placement (T&P) Cell in 2005-6. This cell caters to the placement needs of students. It works towards establishing contacts with various organizations and / or industries to provide our students with an opportunity to get

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summer placements / temporary placements / work experience during their stay in college.

The Training and Placement Cell arranges for campus interviews and aptitude tests for students. It also provides students with special lectures by management personnel on how to face interviews and how to be effective in a group discussion.

During the last five years we have had two career fairs which gave students an opportunity to explore their options after graduation.

The nascent Hospitality Studies Department regularly arranges placements and/ summer jobs for the students in that department with various reputed 5 star hotels.

Counselling services are provided to students on an informal basis by the Campus Minister. The faculty of various departments also provide counselling to students as and when required. For more involved or intractable cases we have counsellors on call or we send the students to them.

**5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?**

In a rather basic manner students are encouraged and guided to develop entrepreneurial skills when they are given opportunities to organize and conduct various co-curricular and extra-curricular activities in college. They learn inter-personal skills, financial responsibilities and administration with an eye for detail.

The Christian Chamber of Commerce helps to build entrepreneurial talent for those interested.

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The Commerce Department invites speakers from various corporate firms and our ex-students who now occupy positions in various capacities in different firms to come and speak to and enthuse our students to make their mark in life.

The B.Sc.(I.T.) students are encouraged to take up out-house projects for their Semester VI paper which they also receive payment.

Our college website has been developed by our ex-students.

**5.2.7 Does the faculty participate in academic and personal counselling? If yes, give details on services provided during the last academic year?**

Yes. Our teaching faculty regularly counsel students on a one-to-one individual personal basis on academic and personal matters. A record is also maintained. Students and their parents also approach the Principal and Dean for the same.

**5.2.8 Is there a separate guidance and counselling centre for women students? If yes, enumerate the activities of the centre.**

Hitherto our college has not set up a separate guidance and counselling centre for women. However, we do have a Gender Issues Cell which looks into any issues that concern the problems of wellbeing of women students. More than 90% of our teaching faculty are ladies and women students feel comfortable to approach them.

**5.2.9 Is there a Cell /Committee constituted for prevention/ action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)**

We have a Gender Issues Cell that is supposed to look into any issues related to women students. There is a lady professor-in-

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charge of the Gender Issues Cell. If necessary she can refer matters to the college discipline committee and later to the Principal and Dean of the college. Hitherto we have not had any form of sexual harassment of students.

**5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.**

Yes. The College Grievance Committee considers matters concerning grievances of staff and students. Adequate publicity is given to the committees via notices on notices boards in the college.

The committee functions to provide a system to channel complaints regarding any aspect of the college and its stakeholders so as to ensure a pleasant ambiance for the students, and a good working atmosphere for the staff with mutual goodwill and understanding.

There has been no major or minor grievance brought to the notice of the committee in the last five years. Matter is usually solved with a direct approach to the authority concerned.

Students bring up matters concerning students at Student Council meetings with the Principal. The Principal, Dean and Administrator also look into matters related to infrastructural facilities and their maintenance. Students also draw the Principal's attention to matters / issues concerning them by dropping in notes into the suggestion box.

**5.2.11 Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.**

It has been noted that most students who seek admission to our college have some computer skills. There is a facility for students to gain computer literacy and advanced levels of proficiency from the St. Andrew's Institute of Information Technology which is located in the college premises.

The self-financed courses study it as a component in the university syllabus. For the remaining students we are open to providing courses for students on demand. We have also had an add-on course to provide students with a basic working knowledge of computers and MS office.

**5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?**

From its inception our college has stressed Value Education. It would not be an exaggeration to state that we have been among the first institutions in the University of Mumbai to have established a well structured Value Education Programme. This programme is compulsory for all students at the First, Second and Third year levels. At each level students are given different inputs.

First year students receive inputs related to personality development, inter-personal skills and time management. The second year students are provided with inputs to sensitize them to social issues are involved in the Social Outreach programme. The third year

students have been given inputs on ethical issues concerning life in a module called Education to Love.

Our college creates awareness about the problems of AIDS, and tobacco, and alcohol and drug addiction. The NSS Programme provides community orientation, The Nature Club promotes sensitivity to environmental issues and the Association for Inter-Religious Dialogue sensitizes students to various religions and cultures.

**5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?**

We have security personnel who are responsible to check the entry of unauthorized persons into the campus. Students are asked to always wear their identity cards to enable more effective security of themselves and the institution.

Besides the security personnel, general alertness of the Principal, Dean, administrative staff and faculty ensures security of the college and its constituents. As in any institution important and confidential papers (even University Examination papers) are kept under lock and key with access provided only to the Principal, Dean and College Registrar.

**5.3 Student Activities**

**5.3.1 Does the institution have an Alumni Association? If yes,**

- i. List its current Office bearers**
- ii. List its activities during the last two years.**
- iii. Give details of the top ten alumni occupying prominent positions.**
- iv. Give details of the contribution of alumni to the growth and development of the institution.**

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Yes. St. Andrew's College Alumni Association (SACA) was established formally in October 2006.

(i) Its current office bearers (elected on 26 September 2009) are as follows:

<b>Chairperson:</b>	Principal Dr. Marie Fernandes
<b>President:</b>	Mr. Parvez Aga
<b>Secretary:</b>	Ms. Elaine Sequeira
<b>Honorary Treasurer:</b>	Mr. Nikhil Sequeira
<b>Members:</b>	Mr. Malcolm D'Souza
	Ms. Lee-Ann Fernandes
	Ms. Clarissa D'Souza
<b>Ex-Officio Members:</b>	Dean Prof. A. D. Mascarenhas
	Prof. Kevin Miranda
	Prof.(Dr.) Graciella Tavares
	Prof. Charmaine Braganza.

(ii) The Alumni Association hitherto has not been very active. We have garnered a small data base of our alumni, had a few meetings with ex-students and one morning get-together with the alumni earlier this year, on 15 March 2009.

However, we are confident that the recently elected more enthusiastic committee will be organizing many events that bring our alumni together on a more regular basis.

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**(iii) Alumni occupying prominent positions include the following:**

<b>No.</b>	<b>Name</b>	<b>Position</b>	<b>Organization</b>	<b>Batch of</b>	<b>Faculty</b>
1.	Derek Pereira	Deputy Vice President, Treasury operations	Bank of America - Mumbai	1988	B.Com.
2.	Dippender Sachdev	Owner	Hotel Bawa International	1988	B.Com.
3.	Malcolm D'Souza	Manager Operations Cargo	Air France Cargo	1988	B.A.
4.	Ashok John	Asst. Vice President	Axis Bank	1990	B.Com.
5.	Sujit Cherian	GM Finance/Audit	Jet Airways	1990	B.Com.
6.	Aldrin Fernandes	Chairman and Group CEO	The Concept Group of Companies - UAE	1991	B.Com.
7.	Jude Menezes	Former goal keeper and coach	Indian Olympic Team for Hockey	1992	B.A.
8.	Smita Gaikwad	Vice President Corporate Communications	WNS	1992	B.A.
9.	Niranjana Mendonca	Head-Retail Assets	Mashreq Bank - Dubai	1992	B.A.
10.	Cherylann D'abreo	Sales Manager	Middle East Plant and Shipping.	1992	B.A.
11.	Jason Delgado	Vice President	Kotak Finances	1993	B.Com.
12.	Hitesh D'Souza	Vice President Premier Accounts	H.S.B.C. – Bahrain	1994	B.Com.
13.	Denzil Dias	Deputy Managing Director	Warner Brothers	1994	B.Com.
14.	Jeanann Flanagan	Customer Service Manager	American Express	1996	B.A.
15.	Vinita Crasto	Director	Vanilla – The Cast Bar - Mumbai	1997	B.Com.
16.	Leandro D'Sylva	Training Manager	Hutchison Whampoa	1999	B.Com.
17.	Suzanne D'Mello	Playback singer	Indian Film Industry	1999	B.A.
18.	Genelia D'Souza	Actress	Indian Film Industry	2003	B.M.S.
19.	Sarah Jane Dias	Miss India	Femina Miss India	2003	B.A.
20.	Harsh Dixit	Assistant Music Director	Indian Film Industry	2004	B.M.M.
21.	Prasanna Bhavsar	Head Strategic Planning	Brand Marketing , P&G	2004	BMM
22.	Shireen Irani (Visually Handicapped)	-Teacher -Performing Artiste	- The Happy Home and School for the Blind - Grand Central Hotel	2006	B.A.

**(iv) Contribution of alumni to the growth and development of the institution.**

Our alumni give guest lectures, providing coaching and training at workshops in the field of their expertise. We have also invited our ex-students to be judges at the many events hosted by our college. The Commerce Department regularly invites ex-students to speak to the current students on various issues related to work and life in the corporate sector and how to present oneself effectively at interviews and group discussions. One of our alumni recently donated a freeship for deserving students.

The current committee heading our Alumni Association are also quite enthusiastic about raising resources for the college.

**5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate / Inter-University/ Inter-state/ National/ International)**

In our quest to promote holistic development of our students our college provides ample opportunities where our students to participate in various extra-curricular activities – cultural, literary and sports – in both intra- and inter-collegiate competitions at the local and national levels. At the college level the professors-in-charge of various extra-curricular activities (debates, elocution, quiz, music, dance and drama) and their student volunteers provide wide publicity to the event being organized and gather entries, conduct elimination rounds and the final event.

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Sports activities (indoor and outdoor) are managed by our Honorary Sports Director. He arranges coaching for the teams and participation in various inter-class and inter-collegiate tournaments for indoor and outdoor games, for boys and girls, at all levels – local, regional and national. He ensures that the students get their kits and makes travel arrangements for tournaments located outside Mumbai.

The following are the achievements of our students at inter-collegiate competitions during the last two years:

**2007-8: Extra-curricular (Cultural activities)**

<b>College (Inter-College Festival)</b>	<b>Event</b>	<b>Level – National/Local</b>	<b>Prizes Won</b>
St.Xavier's College (Malhar)	Group Singing	National	2 <sup>nd</sup> prize
Narsee Monjee College (Umang)	War of Rappers	National	3 <sup>rd</sup> prize
MMK College (Aakarshan)	War of Rappers	Local	3 <sup>rd</sup> Prize
Mithibai College (Kshitij)	War of Rappers	Local	3 <sup>rd</sup> Prize
Royal College	Spot, TV and Press Advertising	Local	2 <sup>nd</sup> prize

**2008-9: Extra-curricular (Cultural activities)**

<b>College (Inter College Festival)</b>	<b>Event</b>	<b>Level</b>	<b>Prizes Won</b>
Wilson College (Polaris)	Band	Local	2 <sup>nd</sup> Prize
Narsee Monjee College (Umang)	Fine Arts - Graffiti	Local	1 <sup>st</sup> prize
Bhavan's (O <sub>2</sub> )	MSO2(Personality Contest)	Local	1 <sup>st</sup> Prize
Bhavan's (O <sub>2</sub> )	Base Cricket	Local	1 <sup>st</sup> Prize (team)
Bhavan's (O <sub>2</sub> )	Classroom Football	Local	1 <sup>st</sup> Prize (team)

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<b>College (Inter College Festival)</b>	<b>Event</b>	<b>Level</b>	<b>Prizes Won</b>
S.I.E.S (Visions copyright)	PR Event	Local	1 <sup>st</sup> Prize (duo)
S.I.E.S (Visions copyright)	PR Event - Best Speaker	Local	1 <sup>st</sup> Prize
S.I.E.S (Visions copyright)	RJ Even	Local	1 <sup>st</sup> Prize (duo)

**Extracurricular activities (sports) achievements during**

**2007-8 and 2008-9:**

**TEAM PERFORMANCE AT SPORTS COMPETITIONS  
(WOMEN )**

<b>Sports Team</b>	<b>Champions During (year)</b>	<b>Runners-up during (year)</b>	<b>Organized by</b>
Football	2007-8	---	University of Mumbai
Hockey	---	2007-8	University of Mumbai
Hockey	2007-8	---	St. Andrew's College
Football	2008-9	---	University of Mumbai
Basketball	---	2008-9 (2 <sup>nd</sup> Runner up )	University of Mumbai
Hockey	2008-9	---	University of Mumbai
Hockey	---	2008-9	St. Andrew's College

**TEAM PERFORMANCE AT SPORTS COMPETITIONS  
( MEN )**

<b>Sports Team</b>	<b>Champions During (year)</b>	<b>Runners-up during (year)</b>	<b>Organized by</b>
Hockey	---	2008-9	St. Andrew's College

**RAR – PART II – B. CRITERION-WISE EVALUATIVE REPORT****CRITERION V: STUDENT SUPPORT AND PROGRESSION****INDIVIDUAL STUDENTS SELECTED TO PLAY AT  
LOCAL / REGIONAL / NATIONAL LEVEL – ( WOMEN )**

<b>Year</b>	<b>Name</b>	<b>Sport</b>	<b>Selected For / by</b>	<b>Level L/R/N</b>
2007-8	Simona Mascarenhas FYBA	Basketball	Mumbai University Team	Regional
2007-8	Gynara rebello SYBMM	Basketball	Mumbai University Team	Regional
2007-8	Sneha Pillai SYBMS	Foot Ball	Mumbai University Team	National
2007-8	Lorraine Soares FYBCom	Hockey	Mumbai University Team	Regional / National
2007-8	Natasha D'Mello FYBMS	Hockey	Mumbai University Team	Regional / National
2007-8	Claudia D'Souza SYBCom	Hockey	Mumbai University Team	Regional
2007-8	Sneha Pillai SYBMS	Hockey	Mumbai University Team	National
2007-8	Larissa Mendes SYBMS	Hockey	Mumbai University Team	National
2008-9	Lorna Tones FYBA	Hockey	Mumbai University Team	Local / Regional
2008-9	Sneha Pillai TYBMS	Hockey	Mumbai University Team	National
2008-9	Meryl Menezes FYBA	Hockey	Mumbai University Team	Local / Regional
2008-9	Claudia D'Souza TYBCom	Hockey	Mumbai University Team	Local / Regional
2008-9	Natasha D'Mello SYBMS	Hockey	Mumbai University Team	Local / Regional

**INDIVIDUAL STUDENTS SELECTED TO PLAY AT  
LOCAL / REGIONAL / NATIONAL LEVEL – ( MEN )**

<b>Year</b>	<b>Name</b>	<b>Sport</b>	<b>Selected for / by</b>	<b>Level L/R/N</b>
2007-8	Kirk D'Souza TYBA	Foot Ball	Mumbai University Team	Regional / National
2007-8	Wilfred Anthony SYBCom	Foot Ball	Mumbai University Team	Regional / National
2007-8	Clayton D'Souza FYBCom	Foot Ball	Mumbai University Team *also for India Camp **Captain Maharashtra Team	Regional / National

**5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.**

Our students are encouraged to exercise their creativity through the Writer's Den – a project of the English Department Association and in essay-writing and story-writing competitions.

Besides the English Department Writer's Den (notice board), students of other departments are encouraged to write and display their work on the various subject association notice boards.

Students are also involved in the publication of the college magazine and college newsletter. As part of the editorial board they learn to edit and publish articles, essays, poems and reports contributed by students.

The publications include :

1. "Andrannual" - The college magazine,
2. "Fifth Estate" - A college newsletter launched B.M.M. faculty and students.
3. "ELAN" – A newsletter launched by the Department of English

**5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.**

Yes. Our college has a Student Council.

In accordance with the Maharashtra Universities Act 1994 and Maharashtra Universities (Amendment and Continuance) Act, 2000,

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Section 40, 2(b) recommendations for forming a Student's Council in affiliated colleges; the following is the constitution of the Student's Council of our college:

**Chairperson:** Principal

**Lecturer:** Nominated by the Principal

**N.S.S. Programme Officer** Professor-in-Charge of N.S.S

**One student from each class** who has shown academic merit in the examination of the previous year and who is engaged in full time studies in the college nominated by the Principal.

**One student from each of the following activities** who has shown outstanding performance, nominated by the Principal:

(i) Sports (ii) N.S.S. and Adult Education (iii) Cultural Activities

**Two lady students** nominated by the Principal

The student members of this council elect from among themselves a secretary of the Student's Council.

The major activities of the Student's Council include working for the following:

(1) Discussion of any matters or issues, (for instance Academic, discipline, attendance) concerning students in the college at Student Council meetings, (2) Teacher's Day Celebrations, (3) Celebration of St. Andrew's Feast Day, (4) Sports Day, (5) Christmas Celebrations with a social message, (6) Annual Prize Distribution Day, (7) Helping with the organization of any other college programme.

**5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.**

Our college has student representatives on the Student's Council in accordance with the Maharashtra Universities Act. In addition, in each class there are students who are appointed as representatives for each subject. These students are also co-opted into the Student's Council for organizing activities in the college.

**5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?**

To date we have not had any formal means of collecting and analyzing data and feedback from graduates and their employers. However we do collect informal feedback from our alumni.

We have started the process of building up a data base of our alumni and have also formulated a questionnaire to seek feedback from our student's employers about their proficiency, efficiency, attitude towards work, ability to work in a team. Based on that feedback we aim to implement programmes that could further enhance the prospects of our students after graduation.

***5.4 Best Practices in Student Support and Progression***

**5.4.1 Give details of institutional best practices towards Student Support and Progression?**

Student support leads to student progression. It involves investment in human and material resources and our college is proactive in that field. In our college we endeavour to provide the maximum support to our students at every stage (academic,

infrastructure, finance and activities) right from the time of admission till the time they graduate and they often return to us for help after they graduate. We believe it is not just the instruction in class but also the attention paid to developing skills as well as overall personality development via various activities and the value education programme that leads to student progression.

**(i) Administrative support:** We have a very supportive and patient office staff who deal with student and parent inquiries at all times. In addition, there are faculty members who assist the office staff at the time of admission.

**(ii) Information services:** Information about courses / programmes offered, entry requirements, choices within programmes, admission policy, fee structure, refund policy, examination system, scholarships and freeships, academic calendar, library and other college facilities, activities in the college are provided in the annual prospectus and also on the college website. Information is also displayed on notice boards within and at the gate of the college.

**(iii) Records:** The office maintains computerized records of all aspects of college administration, academics and finances. This enables quick retrieval of information. Besides there is the additional advantage of constant monitoring of progress and record keeping.

**(iv) Academics:** There are tutorials and remedial classes to aid students grasp concepts and sharpen their skills of oral and written communication. These also help to improve the student's performance and lower the rate of failures.

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(v) **Add on courses:** To add value to the education we provide in the classrooms related to the syllabus, we have made a beginning by introducing a few add-on courses.

(vi) **Training and Placement Cell:** This cell operates to provide guidance, training and opportunities to our students by arranging for campus based interviews.

(vii) **Networking:** Our college has established links with international education institutions for exchange programmes and local firms for internships and placements. We also network with other colleges when we organize seminars or are invited to seminars hosted by other colleges. Staff members are constantly required to invite moderators or go as moderators for the examinations that colleges conduct on behalf of the University at the first year and second year level.

(viii) **Library:** It follows the open access system, has access to internet facilities without charges, ever increasing holdings of books and periodicals, and now CDs and DVDs. The library operations are almost fully computerized. Our library has also established links with other libraries. The library staff is very helpful.

(ix) **Mentoring:** Professors-in-charge of various classes function as mentors to the students in that class and meet parents when required.

(x) **Counselling:** Counselling is also available to reduce mental stress and educational distress.

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**(xi) Understanding with the neighbouring hospital:** We have an understanding with the Holy Family Hospital to treat any of our students in an emergency.

**(xii) Finance:** No student is denied admission to our college because of financial difficulties. The financial facilities have been outlined earlier in this criterion. In addition, there is the facility of a book bank offered by the library.

**(xiii) Sports:** Our college attracts students who excel in sports as we are known to encourage talent, by providing training, and opportunities for competition at the highest level. During the last five years, St. Andrew's College was twice ranked among the top ten colleges for sports in the University of Mumbai. (7<sup>th</sup> rank in 2006-07 and 9<sup>th</sup> rank in 2008-09).

**(xiv) Feedback:** Our college regularly collects feedback from students regarding teaching in the classroom, quality of teachers and empathy of teachers. On occasion they have also been asked to provide feedback about the canteen and other support services on a formal and informal basis. Last year we conducted an exit poll to gauge the student's campus experience.

**(xv) Canteen:** Food for nourishment is as important as food for thought. Our canteen provides a variety of fresh snacks and meals in a pleasant environment.

**(xvi) Alumni:** Our alumni association has recently been established and we look forward to some activities planned and executed by our alumni. Our alumni are also invited to give guest

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lectures and interact with the students. Alumni who have distinguished themselves in their chosen fields are also invited as judges at college competitions.

**(xvii) Relationship with the community:** Our college enjoys the goodwill of the local community and its leaders. Local NGOs willingly collaborate with our student community.

**(xviii) Activities:** We believe in giving all our young men and women ample opportunities for growth via academic, co-curricular and extra-curricular activities. The professors-in-charge of various activities help the less privileged and shy students to take part in the various activities.

**(xix) Grievances:** Students' grievances are addressed in a variety of ways. They are free to approach any of their professors, the Dean, the Principal and the Management. There is also a suggestion box on the ground floor of the college where students are free to drop in notes to the college authorities

**(xx) Student's Council:** The Student's Council acts as a forum for students to come together and discuss issues that concern them and also help with the organization of college events.

**CRITERION VI:**

**GOVERNANCE AND LEADERSHIP**

***6.1 Institutional Vision and Leadership***

**6.1.1 State the Vision and Mission statement of the institution and give details on how the institution, (a) ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation? (b) translates its vision statement into its activities?**

**VISION:** *“A commitment to guide our students to achieve excellence through holistic education.”*

**MISSION:**

(1) To mould students to be morally upright, socially committed and spiritually inspired by Christian principles to be responsible citizens of India and the world.

(2) To enable students realise their full potential in academic, cultural and sporting pursuits.

(3) To foster a scientific temper and encourage students to adopt a rational approach to solve problems.

(4) To empower students to be good leaders who will spread the light of knowledge, harmony and equality in all spheres of life.

(5) To equip students with the required knowledge and skills to face the challenges of the real world.

(a) The vision and mission statements are in line with the objective of higher education.

We endorse the notion that education should reflect the dynamics of society and help develop human capital that can foster a

healthy growing economy. It is in this context that our institution remains open to introducing new courses as and when offered by the University of Mumbai to try to provide students with skills needed to match the changing opportunities in the economy.

Though we are a minority institution our doors are open to all without discrimination. We implement all government policies with regard to reservation of seats for the disadvantaged classes/groups. We make available to these students all the scholarships that are provided by the government including the Government of India.

Students from economically weak backgrounds are never turned away from our institution on account of inability to pay fees. They are helped in terms of freeships, scholarships on merit and allowances to pay fees on instalment. It is not unusual that students who find it difficult to pay their examination fees are helped out by the college to do so.

(b) We attempt to fulfil and realize our vision through the provision of academic, co-curricular and extracurricular activities, Value Education, guidance, networking and collaborating with various institutions.

**6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.**

The Management is proactive and committed to the college vision of excellence. It has demonstrated that through:

(i) Provision of a good and well maintained college campus with all the required infrastructure, qualified faculty and support staff.

(ii) Maintaining transparency of admission of students and recruitment of faculty, strictly on the basis of merit

(iii) Regularly reviewing the performance of the college with the Principal and Dean.

(iv) The Managing Trustee and Administrator (also one of the trustees) are present on campus on a daily basis to keep in touch with all matters and programmes being run by the college.

**6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

Direct personal meetings / interaction with the staff, communication via committees, and notices on the notice board are the means by which responsibilities are defined and communicated to the staff of our college.

The various committee heads and members meet regularly and hold discussions with the Principal and / or Dean, and a record is maintained of decisions taken.

The Principal has introduced a system of communication with staff via e-mail.

**6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?**

The Management (i.e., the Managing Trustee and Administrator) informally meet the Principal and Dean on a daily basis. The Management is adequately represented at all meetings of the LMC and IQAC.

The information provided by the Principal and Dean to the Management for reviewing activities is gleaned from various sources:

- (i) Through following an open door policy for staff, students and parents
- (ii) Being involved with all activities in the college
- (iii) Personal visits to all classes.
- (iv) Notes dropped into the suggestion box and informal feedback from parents and students.

Thus, there is a strong link between all college authorities and the staff and students that contributes to the smooth functioning of the college.

**6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

The Management cares for the institution and the people that work in it. They encourage and support all academic (teaching innovations and research), co-curricular and extra-curricular activities and endeavours of the staff and students.

As regards institutional processes, the Management encourages staff members to be active members of various committees that contribute to the smooth functioning of the college.

**6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.**

The role of the Principal is multidimensional. It is to lead, to guide and to encourage staff and students in all their endeavours in college so as to fulfil the vision and mission of the college. The Principal is personally committed towards achieving all objectives of the college and is involved in planning and reviewing all activities / programmes.

The Principal provides the lead in academic matters, especially in encouraging faculty to get involved in more research activities. She provides the lead with her passion for research. She is a recognized research guide and regularly presents papers at international conferences despite her busy schedule.

As an administrator, our college Principal as have all others before her, ensured that the administration is clean, transparent and as efficient as possible.

The Principal also plays the role of motivating staff members to be more creative and innovative while carrying out their duties. Due recognition is also given to staff who have successfully carried out activities or programmes in the college.

The Principal also functions as the link between the Management and staff so as to effectively convey views of the Management on issues and vice-versa.

The Principal continuously monitors all activities and programmes and their feedback to gauge the effectiveness of the programme / activity.

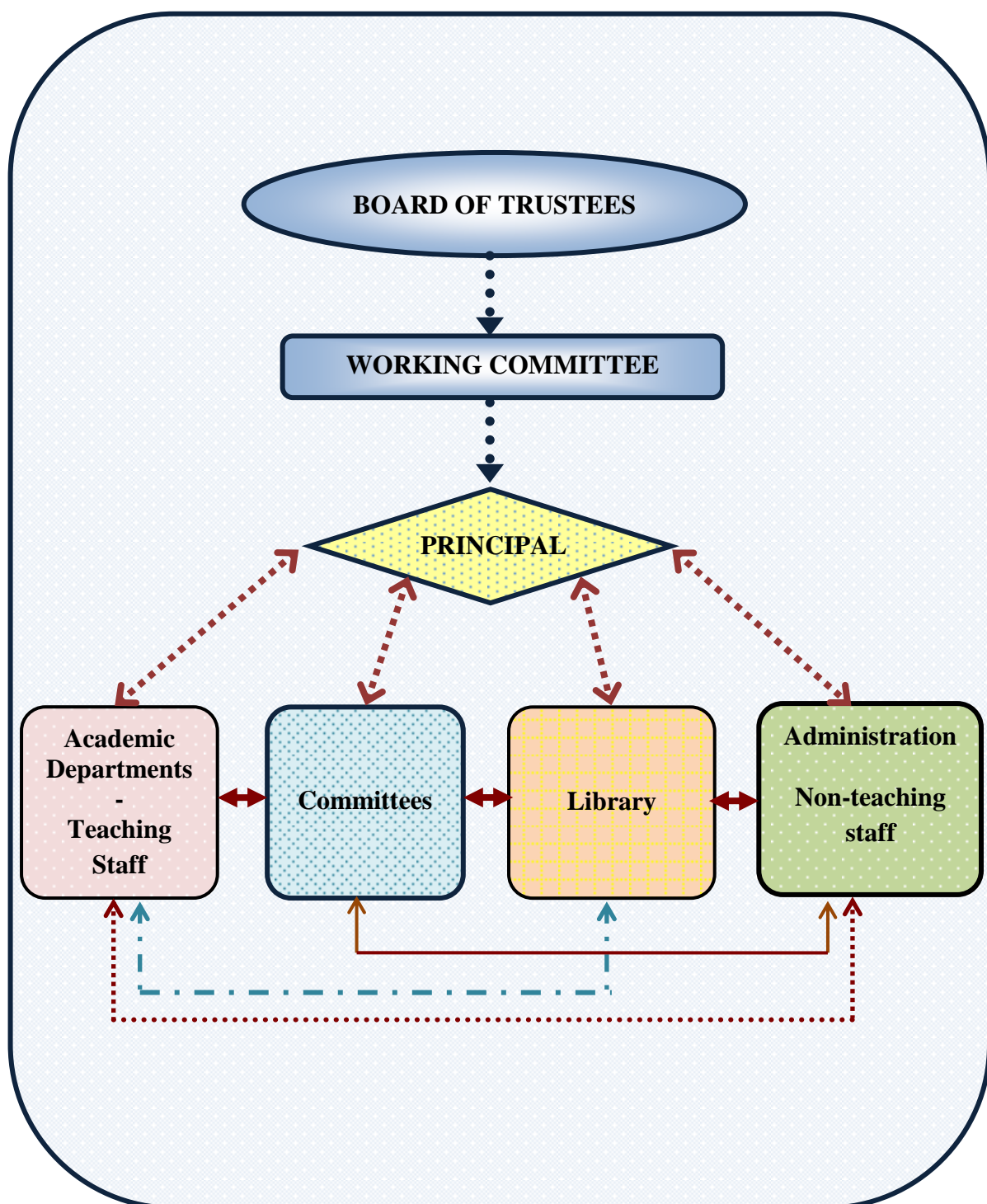
The Principal remains alert to new trends and happenings in the field of education and conveys these to the Management and staff so as to keep our college ever vigilant to necessary changes and to move with the times.

## ***6.2 Organizational Arrangements***

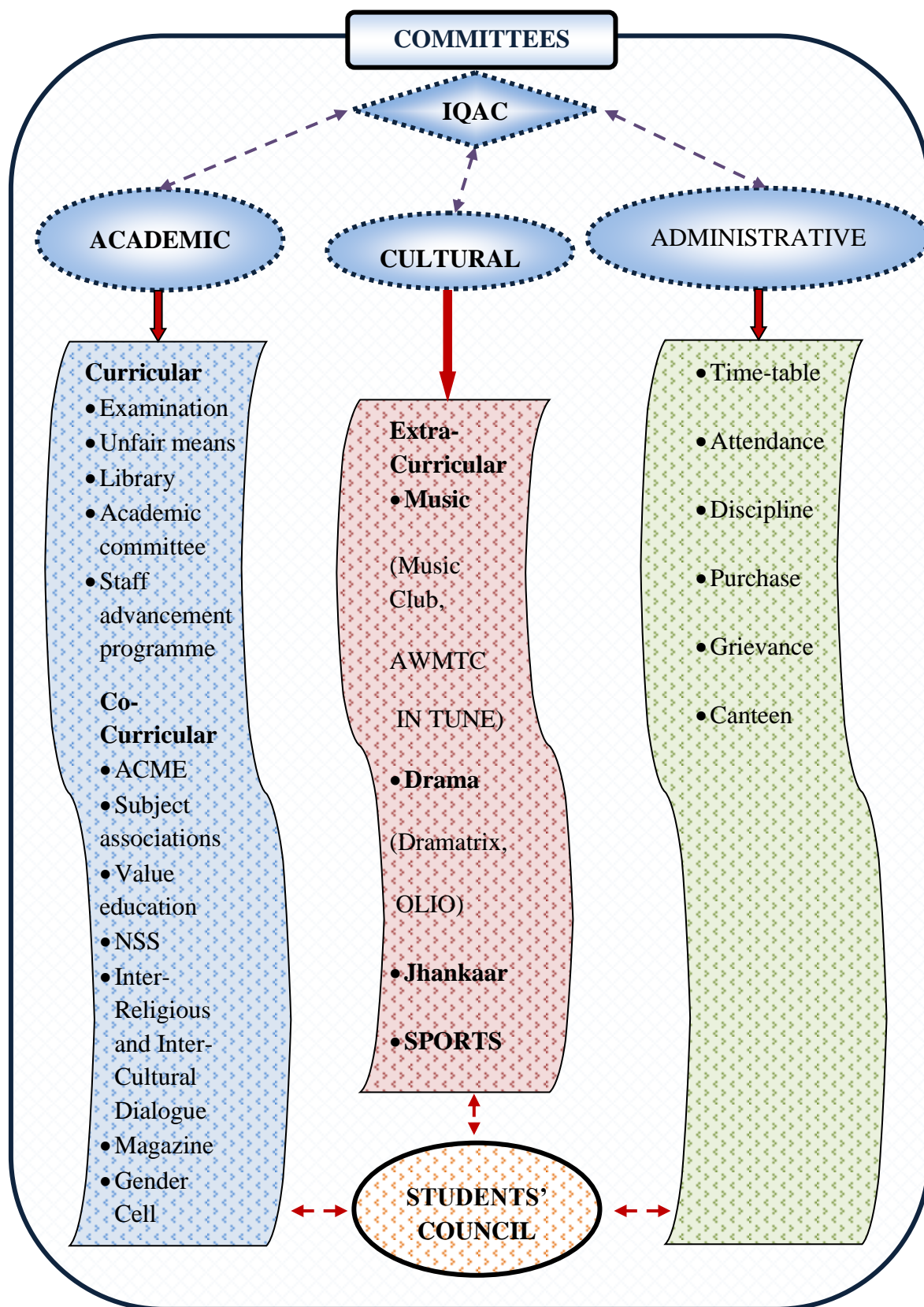
**6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.**

Charts for organizational structure and committees follow on the next two pages.

Organizational Structure: Academic and Administrative Bodies



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All committees meet regularly to plan their activities and take the necessary decisions about their programmes and/or activities.

The Principal takes decisions regarding the day to day functioning of the college; including decisions on matters regarding finance, infrastructure, faculty recruitment, evaluation of the teaching and non-teaching staff, research and extension activities and examinations. Major decisions regarding finances and infrastructure are taken in concurrence with the Managing Trustee.

Some of the major decisions taken in the last two years include the following: Introduction of English Major 6 Papers and B.Com(B&I), updating infrastructure in the library and computer facilities, renovating the canteen and women's rest rooms, introduction of the gymnasium, instituting a systematic record of student's profile and exit poll.

**6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?**

The Principal while remaining at the head of all matters in college has appointed committees to look into the administrative and academic aspects of the operations of the college. She regularly reviews the functioning of these committees, gathers feedback from them, provides suggestions and advice for their more effective functioning. She meets departments and individual faculty members whenever necessary.

**6.2.3 Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.**

Yes. Though the administrative, academic, co-curricular and extra-curricular activities may be under taken by various decentralized committees all their decisions are made available to all staff members through informal announcements and notices on the staff notice board. Major decisions are generally taken and discussed at the regular staff meetings conducted at the beginning and end of every term and at special meetings called to discuss specific issues. The Principal also makes it a point to personally speak to staff members to communicate decisions to the staff via heads of committees or the staff secretary.

Students are kept informed of various matters by means of notices on the notice boards, as well as by staff members directly or through student representatives.

**6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.**

Yes. The Grievance Committee was constituted in 2003-4. It looks into grievances of students, teaching and non-teaching staff. There have been no grievances reported to this committee to date. Teaching and non-teaching staff are also free to voice their grievances to the Principal and Management at the LMC, and / or meet them personally.

**6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?**

The Management (the Managing Trustee, Administrator and the Dean) often meets the staff informally as they are on campus on a daily basis. They do not have regular formal meetings with the staff except as part of the LMC and IQAC. They do meet the staff annually on the College Feast Day and Annual Prize Distribution Day. For the most part their views and decisions are conveyed to the staff by the Principal. They also follow an open door policy and any staff member and student is welcome to meet them personally in the college.

**6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?**

We have a Gender Issues Cell and a Grievance Cell that can be approached in the event of such harassment. We also have a lady Principal who can be approached in the case of such harassment.

Hitherto there has been no case of sexual harassment of women staff in our college. It is generally understood that such matters can and will be reported to the Principal. The Principal in consultation with the Management is expected to take action.

***6.3 Strategy Development and Deployment***

**6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?**

For the most part the institutional plan is developed by the Management together with the Principal and Dean. However, the staff is also asked for their opinion regarding modifications, reforms

and improvements. Opinions of the staff and other stakeholders are also sought at the LMC and IQAC meetings. The Principal also takes into account the suggestions dropped into the suggestion box. The Management also looks into the financial aspect (planning for and mobilizing the necessary funds) of instituting changes in the college. The perspective plan may include decisions about introduction of new courses, improvements on or augmentation of existing infrastructure.

The various committees in the college may also be involved in developing activities and seeing to the smooth implementation of programmes; e.g., the Committee for Inter-Religious and Inter-Cultural Dialogue.

The college faculty together with the students develop and execute plans for the various co-curricular and extra-curricular activities of the college.

**6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?**

The objectives of various activities and programmes are discussed at meetings of the staff with the Principal before starting the activity. Usually, the Principal outlines the plan for the year at the first staff meeting at the start of year or the end of a particular academic year. From time to time as is necessary the Principal refocuses the attention of the staff to these objectives.

Objectives are discussed at general staff meetings and / or committee meetings and the proceedings recorded in minutes of the same. The latter are available for reference in the office at all times.

**6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.**

The committees meet regularly to plan or execute their activities during the year. Some committees function before the commencement of the term, e.g., the Timetable Committee. Some committees meet on demand or as and when required e.g., the Discipline Committee. Other committees meet at pre-decided regular intervals, e.g. the Library Committee.

(a) **Academic management:** Academic matters are managed by the various Heads of Department and the Academic Committee in tandem with the Principal. The various decisions taken include the implementation of regular tests for all students during the term and supervision the completion of syllabus by individual teachers.

The Principal arranges for an annual Academic Audit at the end of each academic year.

(b) **Finance:** Financial matters are looked into by the Principal, Dean and the Purchase Committee. Any financial matter is decided in accordance with the finances available from fees collected. Special needs are taken care of by the Management as and when

presented to them by the Principal. During the last two years decisions were taken about financing the changes in infrastructure list in (c) below.

**(c) Infrastructure:** The maintenance and augmentation of the physical building of the college is taken care of by the College Working Committee. Other matters concerning the maintenance and augmentation of the remaining infrastructure is looked into by the Principal, Administrator, Dean and Purchase Committee. Decisions to use funds from the development funds collected from students are made jointly by these authorities. The various decisions taken include, refurbishing the women's common room, rest room, instituting the gymnasium, provision of a microwave oven in the staff-room, new water filter in the staff room, refurbishing the library counter, introducing the compact storage system in the library, introduction of the multimedia and language laboratories

**(d) Faculty:** Activities for the staff are arranged by the Staff Advancement Committee in consultation with the Principal. During 2007-08 and 2008-08, 7 programmes were held.

**(e) Research:** Research in the college by the faculty is primarily a voluntary activity. Staff members are encouraged to present papers at the annual staff seminars and carry out any other research activity they wish to during the time at their disposal after college academic and other duties are completed. Some faculty members do make it a point to present papers at seminars and conferences hosted outside college and at our own Academic Staff

Seminar. Our Principal is recognized as a guide by the University of Mumbai and has students working for their M.Phil. and Ph.D. degrees with her.

**(f) Extension and linkages:** Extension activities are carried out under the aegis of the Social Outreach Programme of the college and the university managed NSS programme. Our college has established links with University College of Frazer Valley, Canada for an academic exchange programme; Central Michigan University for internships at Disney Theme Park and Resorts for students of the Hospitality Studies Department, and with the Cardinal Paul Poupard Foundation for Funding of the Chair for Inter-Religious and Inter-Cultural Dialogue.

**(g) Examinations:** As an affiliated college we conduct examinations in accordance with the schedules and directions of the University of Mumbai. However, we do make our own schedules for the examinations of First Year and Second Year Students, Allowed To Keep Term (A.T.K.T.) and re-examinations. We also make our own schedules for the declaration of results and the time frame for application of revaluation or verification of marks within the time frame set by the University. After examinations the Unfair Means Committee looks into cases of students who may have used unfair means during the examinations.

**6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?**

There is no automated system of data collection for academic and administrative matters. However, financial matters are accessible by the Principal and Dean directly on their computers as they are linked by a LAN system.

The Principal collects information from various committees. All this information is collated, analyzed, discussed and presented at the Working Committee meetings. The information is used to take decisions about instituting changes or reforms in the operations of the college.

The Principal also personally looks into the assessment of teaching and non-teaching staff. This information may be used to suggest improvements in teaching methods followed by the faculty or even at the time of making decisions about retaining staff.

**6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.**

Yes. Feedback is collected from students regarding the teaching-learning process. The results of the TAQ conducted are tabulated by the staff and discussed with the Principal. Based on the results, suggestions are given for performance improvement. The Principal may consider these results whilst taking decisions regarding continuation of faculty.

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In the last academic year we have instituted an exit poll that covers the overall experience of students during their sojourn in college. We have also formulated an employer's feedback form which will be administered through the Alumni Association.

Feedback from the teaching and non-teaching staff is also used to change / reform / rectify matters that affect them. Suggestions / grievances expressed in the suggestion boxes are also promptly looked into by the Principal and office.

**6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)**

Our college has several committees with staff members from various departments working together on many activities and programmes in the college. This provides an opportunity for members of various departments to interact which fosters a friendly working atmosphere conducive to greater cooperation in the institution. Co-operation is also enhanced as staff members regularly interact in a common staff room.

Staff members also share their expertise with their colleagues. For instance, the "Advanced Computers and Internet" and a "Let's Learn Marathi" programme were conducted by two members of the faculty.

Measures for personal empowerment of the faculty have been taken in the form of organizing seminars and workshops for the

faculty under the Staff Advancement Programme (see response to Question 6.3.3 (d) above).

#### ***6.4 Human Resource Management***

**6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?**

The college evaluates the faculty based on their self-assessment reports (filled in by staff members and assessed by the Head of Department and Principal) and the Teacher's Assessment Questionnaire (a comprehensive evaluation of each staff member by students). The TAQ is analyzed in the prescribed format and after discussions with the Principal strategies for improvement are planned. Assessment of the non-teaching staff is also conducted by the office superintendent.

The evaluations thus garnered are a means of ensuring academic accountability and monitoring the academic and other activities undertaken by the faculty in college. Similarly for the non-teaching staff the Principal has an opportunity to commend the efficient workers and motivate the rest to follow suit. Such evaluations encourage the constant up-gradation of skills and methods used by the staff.

**6.4.2 What are the welfare measures for the staff and faculty?  
(mention only those which affect and improve staff well-being,  
satisfaction and motivation)**

For the teaching faculty the college arranges workshops and seminars which are enriching, motivating and refreshing.

For the non-teaching staff there are arrangements for free medical check-ups.

Until recently the Management paid all salaries on or before the 7<sup>th</sup> of each month irrespective of whether the salary grant had been received from the government. Since October 2007, as the government directly credits the salary to the staff members' accounts, the Management provides advances against salaries on request in the event of delayed payments by the government.

A well secured campus with clean surroundings and comfortable work space, staff rooms and rest rooms with basic facilities add to the overall feeling of wellbeing and satisfaction of the staff.

**6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?**

Our college follows the university prescribed procedure for recruitment of staff; teaching and nonteaching, for the regular and self-financed courses. We follow all the university procedures to recruit staff.

For staff that is appointed without NET or SLET qualifications in the self-financed section incentives in the form of

increments are given by the Management to staff deemed worthy of being retained; since they are not eligible for the regular scale in the absence of full qualifications.

**6.4.4 What are the criteria for employing part-time/adhoc faculty? How are the recruitment conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).**

Currently we do not appoint faculty on a part-time basis as it is not permitted/sanctioned by the office of the Joint Director (Higher Education).

However, we do appoint visiting faculty on lecture basis (Clock Hour Basis - CHB). The minimum qualification is the same as that for full-time regular faculty (PG 55% in addition to NET / SLET). However in the event of the non availability of NET / SLET qualified candidates, post graduate candidates with 55% are appointed as full-time visiting / CHB / temporary basis).

The remuneration for the above mentioned faculty is based on their qualification and experience. The workload is as per the norms of the university.

**6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

Our college supports professional development of the faculty by the implementation of the following policies:

(i) Encourage staff members to attend and present papers at workshops, seminars and conferences (ii) Finances the fees and provides travel allowances for members to present papers at seminars/conferences. (iii) Encourage staff members to complete their Ph.D. by granting them Leave under the UGC-FIP scheme. (iv) Provide advances on the grants given by the UGC to FIP scholars (v) Provide books and references from other libraries (vi) Conducts development programmes for the staff (vii) Encourages staff members to take up and apply for sponsorship of minor and major projects from the University of Mumbai and the UGC.

**6.4.6 How do you assess the needs of the faculty development?**

**Has the institution conducted any staff development programmes for skill up-gradation and training of the staff?  
If yes, give details.**

The needs of faculty are assessed by taking into account feedback and requests from them.

During the last five years 15 staff development programmes have been organised.

**6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)**

Our college has provided faculty with the following infrastructural facilities that assist effective teaching:

- (i) Well maintained staff rooms and rest rooms,
- (ii) Intercom facility in the staff room,
- (iii) Computers with internet facility and a printer,
- (iv) Bright and clean classrooms conducive to teaching,

- (v) OHP and LCD facilities,
- (vi) Library facilities,
- (vii) Microwave oven and refrigerator.

### ***6.5 Financial Management and Resource Mobilization***

**6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?**

Yes. During the last three years 2006-7, 2007-8 and 2008-9 our college has received only salary grants for the approved staff of the regular B.A. and B.Com. programmes.

Sources of college revenue:

(i) Fees collected from students as reported in RAR - Part I - Criterion I - Question 2 (individual fees) and Part I - Criterion VI- Question 3 (total fees collected from the students in regular / aided sections and the self-financed courses)

(ii) UGC Development Grant

(iii) Contributions from the Management if expenditure exceeds income

(iv) Rent for the use of the premises after college hours / on public holidays for educational programmes or cultural activities.

**6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.**

As a matter of policy, we do not ask for / seek donations on a regular basis. However, during the Silver Jubilee Celebrations during 2007-8 the institution did mobilize resources amounting to

Rs.84,22,905.00 for the purposes of further development of the college.

**6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?**

Yes. As mentioned in response to Question 6.5.1 provisions are made to cover all expenses. Deficits in the budget are provided for by the Management.

**6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements))**

The budgetary resources are as indicated in response to Question 6.5.1. The budget allocations over the last two years are detailed in the income expenditure statements for 2007-8 and 2008-9. See Part II - Annexe 3.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.**

Yes. Our college accounts are audited by an external auditor twice a year. There is an interim audit in December and a final audit in April-May for each academic year. The audited accounts are presented to the LMC, then sent to the Charity Commissioner, and finally to the office of the Joint Director (Higher Education) who assesses our accounts. See Part II - Annexe 4.

Our accounts are also audited / inspected by the Office of the Maharashtra Accountant General.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

Yes. Our accounts department uses the “Tally” for maintaining accounts of the receipts and expenditures of the college.

All financial transactions including fee collection, debit and credit voucher entries, bank transactions, daily expenses and receipts, petty cash accounts are maintained by the accounts department of the office on computer.

***6.6 Best Practices in Governance and Leadership***

**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

Transparency in all operations, simplicity, clean administration and well defined duties and responsibilities are the hallmarks of our college governance and leadership.

**The Management:**

Our institution has an interested and enlightened Management that is progressive, vigilant to changes in the educational environment, non-interfering and yet proactive in ensuring that our college operations grow and offer the best it can to all its stakeholders. It offers benevolent, visionary and dynamic leadership.

**The Principal:**

The Principal is the head of the institution. She provides leadership and inspiration in planning, organisation and execution, and review of all programmes together with the active support and participation of the faculty and the non-teaching staff.

Our Principal is particularly committed to research and encourages faculty members to take up research activities that lead to paper presentations, publications and Ph.D. degrees. It is in this context that she has introduced the Annual Staff Seminar. She also encourages faculty members to attend seminars and conferences.

The Principal is the spokesperson of the college who liaisons with all the stakeholders including the Management, university and government bodies, faculty, students, alumni, parents, representatives of foreign universities, members of the press and the general public. She ensures academic integrity in the educational programmes offered by the college.

The Principal is assisted in the discharge of her duties by the various committees appointed to take care of various aspects of functioning in the college both administrative and academic. The Principal also has the support of the Dean and Management in carrying out all her duties and functions.

Our Principal has also established a system of communication with all staff members by email. Matters of urgency, announcements about important programmes, reminders about things to be done, collection of data are facilitated by email. The staff is welcome to email information, suggestions and responses to the Principal at all times. Such seamless communication is rapid, effective and eco-friendly.

The Principal's approachable nature and open-door policy encourages the staff, students and parents to meet her and discuss

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their problems. The annual lunch hosted by the Principal knits members of the teaching and non-teaching staff together as one family.

**College operations / College administration:**

The college administration is a hierarchical top-down structure. However, work is decentralized amongst the various committees and hence there is an all round participation of all staff teaching and non-teaching and all our college functions are performed with ease and efficiency.

The entire operations of the college administration have been computerized leading to greater coordination and efficiency of data management and data use. This enables a prompt response to enquiries from students and parents.

The college has an efficient internal co-coordinating and monitoring mechanism. It functions through various Committees constituted with faculty, non-teaching staff and the students which are above all supervised by the Principal.

The Office Registrar regularly checks the work efficiency of the non-teaching staff. The non-teaching staff also has its own get together informally once or twice in a year over lunch. This fosters good working spirit and camaraderie amongst them.

The college office and library depute staff members to attend programmes for up-gradation of skills and training in effective operations of the office and library respectively.

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The college accounts are monitored internally and externally, an external audit is conducted twice a year and the accounts are looked into by the college LMC that has representatives of the Management and staff, both teaching and non-teaching. The accounts are also submitted annually to the Charity Commissioner and are subject to scrutiny by the office of the Accountant General of Maharashtra.

**Staff appointments:**

Our college appoints the staff for all the programmes in the college by following the guidelines issued by the university and / or the government for the same. Some members of the staff are appointed by the Management in the event of non-availability of NOC from the office of the Joint Director (Higher Education) so as to ensure the full complement of teaching and non-teaching staff.

**Academic programmes:**

The Internal Quality Assurance Cell meets regularly to take stock, plan, monitor and evaluate administrative and academic matters so as to ensure sustenance and enhancement of the quality of higher education, as stipulated by NAAC.

The academic planning of each department is carried out by the respective departments and they report the same to the Principal. The Annual Academic Audit by an external expert serves to provide a review and feedback of the endeavours of the faculty.

The appraisal of the performance of the teaching staff is mainly done using the feedback from students.

In the past five years three staff members have availed of the UGC-FIP Teachers Fellowship for completion of Ph.D. studies. Of these, two members have already been awarded their Ph.D. degrees.

**Staff facilities:**

Staff members are regularly sent for orientation and refresher programmes. They are also encouraged to attend, participate and be resource persons at seminars, conferences and workshops .

The college regularly organizes staff development programmes that encourage the development of soft skills and a zeal for research. Our Principal has been instrumental in encouraging many of our staff members to pursue research, writing and publication.

The college also provides full administrative support, infrastructural support and financial support to teaching staff members who want to pursue research or attending seminars or conferences any other academic endeavours such as arranging / organizing seminars or workshops in the college.

Our college provides pleasant and well equipped staff rooms for the faculty of the aided and self financed courses.

The college provides advances against salaries, on request, when the salary grants from the government are delayed.

**Grievances:**

The college has a Grievance Cell the services of which are available to both teaching and non-teaching staff. There is also an RTI cell.

**CRITERION VII: INNOVATIVE PRACTICES**

***7.1 Internal Quality Assurance System***

**7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?**

Our college has developed several quality assurance mechanisms within the existing academic and administrative systems. The Internal Quality Assurance Cell (established in 2004-5) regularly reviews these mechanisms and works towards enhancing quality in the college.

The Academic Committee ensures that all faculty members carry out regular assessments of students before the terminal examinations. It also ensures syllabus completion by various faculty members.

Self-assessment by faculty and assessment by students serve as an ongoing mechanism of ensuring consistency and improvements in the performance of individual faculty members. The Academic Audit procedure in place since 2005-6 provides feedback to the institution and individual departments.

From the point of view of finances our college management arranges for external audits to ensure proper financial management.

The Principal regularly checks up the contents of any notes that may be dropped into the general suggestion box. The Librarian also does the same with regard to the suggestion box in the library.

The exit poll serves to get feedback of students on their overall experience in college.

**7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?**

The IQAC was convened after the first accreditation by NAAC. It has worked as a body that channelizes all initiatives for furthering excellence in the college. It submits a progress report each year to NAAC.

The IQAC meets once every term and serves to coordinate all reports, evaluating them, discussing and monitoring the implementation of suggestions on matters related to academics (inputs in class, use of teaching aids, evaluation of student's performance at examinations), attendance and discipline in the college. IQAC also reviews programmes to be implemented under the Staff Advancement Programme.

The student feedback serves as an indicator of the professor's performance and provides indicators about areas of possible improvement and / or positive feedback for the teacher concerned.

The self-assessment forms once filled in by the faculty are in turn evaluated by the Head of Department and the Principal.

The financial audit is submitted to the office of the Charity Commissioner and the Office of the Joint Director (Higher Education) annually. It is also open to scrutiny by the Accountant General's Office.

Teachers are encouraged to undertake research projects, organize seminars and workshops, participate in and attend seminars, workshops and conferences to upgrade their skills and knowledge.

Financial provisions for the same are made available to all faculty members.

**7.1.3 What role is played by students in assuring quality of education imparted by the institution?**

Students can make their voice heard through a variety of avenues and in this manner contribute to the enhancement of quality education in our college.

Through their class representatives at the Student's Council, students can put forward their opinions and suggestions regarding college programmes and activities. They are also welcome to meet the Professor-in-Charge of the council and the Principal to voice their concerns and those of their peers. Students are also free to drop their suggestions into the suggestion boxes (general and/or library) or meet teachers / Principal / Dean / Management.

**7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?**

The IQAC ensures the promotion and internalization of best practices in the college. Through regular reviews of departmental activities, activities of the various subject associations and efforts of the various extra-curricular committees, best practices are identified and encouraged. As and where possible other faculty / departments / associations are encouraged to adopt the same. New developments are brought to the notice of members of the IQAC and through them are disseminated to the rest of the staff.

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**CRITERION VII: INNOVATIVE PRACTICES**

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Some of the Best Practices that have been encouraged are:

(i) The use of ICT in the teaching learning process, (ii) Greater use of learner–centric methods, (iii) Programmes for staff development under the staff advancement programme, (iv) Greater involvement of and encouragement of student initiatives in the organization of various events in the college so as to provide them with opportunities to explore and / or hone their talents and organizational skills, (v) Research initiatives by staff and students, (vi) Communication and transmission of information between the staff, office and Principal via email, (vii) Establishing links with other educational institutions, (viii) Establishing links with potential employers, (ix) Establishing links with other libraries, (x) Introducing new programmes and subject combinations, (xi) Sensitizing our students to the issues concerning the marginalized in society through the Social Outreach Programme, (xii) Strengthening values through the Value Education Programme, (xiii) Creating awareness to the problems of alcoholism, drug addiction and AIDS, (xiv) Maintaining a strict code of conduct and discipline and enforcing the dress code, (xv) Invoking blessings of the Almighty at the start of the term, and other occasions through prayer services, (xvi) Sensitizing students to the concerns of the environment , (xvii) Providing an orientation for first year students by the Principal and Dean, (xviii) Organizing Annual Staff Seminar, (xix) Inculcating a spirit of patriotism and nationalism by observing Republic Day and Independence Day.

**7.1.5 In which way has the institution added value to the quality enhancement of students?**

Our college has added value to the quality enhancement of students in various ways:

(i) Ensuring a transparent admission process, (ii) Providing quality education in a disciplined atmosphere, (iii) Introduction of remedial classes for weak students, (iv) Facilities offered by the Training and Placement Cell – career opportunities, guiding students to face interviews and group discussions, (v) Counselling facilities, (vi) More programme and course options , (vii) Add-on courses, (viii) Structured value education programme, (ix) Development of social consciousness through Social Outreach and NSS, (x) Opportunities to develop leadership and organizational skills, (xi) Opportunities to discover, develop and hone talents (at workshops and seminars) in the field of fine arts, music, drama and literary pursuits, (xii) Facilities for training / coaching of sports talent as well as opportunities to compete at state and national level, (xiii) Financial considerations for economically disadvantaged students, (xiv) Regular feedback from students, its analysis and implementation of necessary reforms.

### **7.2 Inclusive practices**

#### **7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society: (a)Socially-backward, (b)Economically-weaker and (c)Differently-abled**

**a)** We implement of the reservation policy of the government regarding admission. We also provide scholarships for minority students and others as provided for by the government.

**b)** Students hailing from economically-weaker backgrounds are encouraged to pursue completion of their studies by way of financial help (freeships, scholarships, concessions or fee waivers, payment on instalment basis) and the book bank facility. We also extend all government facilities (scholarships) to the students from such disadvantaged backgrounds.

**c)** As per government policy seats are reserved for the differently-abled. Besides reservations, the college is physically accessible to these students as we have a ramp at the entrance and an elevator to the third floor. We also provide separate seating arrangements to such students for their examinations.

#### **7.2.2 What efforts have been made by the institution to recruit Staff from the disadvantaged communities? Specify?**

##### **(a) Teaching (b) non-teaching.**

Since we are a minority institution we are permitted to look after the interest of our community for teaching and non-teaching staff. However, we recruit staff on the basis of merit irrespective of their community. A perusal of our employee records however does

reveal members of the disadvantaged communities. [Data given in RAR Part I - Criterion VII - Question 4].

**7.2.3 What special efforts are made to achieve gender balance amongst students and staff?**

All admission of students and recruitment of staff is subject to government rules and regulations. We have observed that an overwhelming majority of our students and teaching faculty are women. Therefore, we do not feel obliged to make specific arrangements to achieve a gender balance in the student body.

**7.2.4 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.**

No. We have not conducted a gender audit. However, we do maintain statistics of the numbers of male and female students for all academic and administrative purposes. Enrolment data and results are analyzed in terms of gender and in totality.

We have also established a Gender Issues Cell. The Department of Sociology also offers a women's issues related paper. The thrust is on awareness, empowerment and constitutional rights.

Gender sensitization is a part of the Value Education Programme, which is compulsory for all students.

**7.2.5 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?**

Our college is located in an urban area and as a result we rarely find students from such backgrounds applying for admission in our institution. Hence we have not felt the need to institute any

special strategies to promote the development of students from such backgrounds.

In the event that we do find some students with academic and other adjustment problems we endeavour to provide special attention / guidance to help them to overcome their academic and economic problems.

**7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?**

There is an automatic recording and collection of data of all students from the time of admission, in terms of performance at the previous examination, enrolment in each year, right up to and inclusive of their performance at the time of graduation. We have provided the necessary data in response to a related question, (Question 5 in Criterion 7 in Part I of the RAR.)

**7.2.7 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?**

Our college upholds the necessity to promote social justice and good citizenship amongst its students and staff.

We practice the ideal of social justice the case of admission of students. Though our college is a minority college, it is open to all students irrespective of caste or creed. The admission procedure followed is also is also transparent. One of the justifications for the Value Education Programme is to lead to the development of socially responsible future citizens who will stand by the ideals of social

justice and good citizenship. Through our NSS programme our students have demonstrated their concern for the community at large by participating in all the programmes that demonstrated against terrorism and expressed solidarity with the martyrs of 26/11.

### **7.3 Stakeholder relationships**

#### **7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?**

Though our college is an affiliated college and therefore cannot plan its own academic programmes, it does implement and carry out its own evaluation of the programmes it offers at regular intervals.

As an institution our college is governed on the principles of participation and transparency.

All teachers are directly involved in academic matters of pedagogy and evolving strategies for bettering the teaching-learning and evaluation process. Teachers are also members of Boards of Studies and/or members of committees constituted by the various Boards of Studies at the University.

Students are directly involved in academic programmes as far as learning and evaluation activities are concerned. The feedback with regard to syllabi or examinations methods is taken note of by teachers and communicated at relevant forums of the University. At the internal level, feedback of students is taken into account by individual teachers regarding their teaching methodologies and other

pedagogy related issues. Students also express their feedback via the Student's Council.

The opinions and feedback of parents received informally by the teaching staff, Principal and Dean are carefully noted.

Our college also pays heed to feedback from its alumni and the non-teaching staff as regards implementation and evaluation of academic programmes.

Over and above these stakeholders are the Management / Trustees who also pay heed to feedback from the local community and the needs expressed by parents of current, past and future students.

### **7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?**

Student projects, presentations and assignments, field visits and guest lectures by experts and/or ex-students add to the teaching-learning process.

Importance is given to the practical component of all courses – applied learning, use of ICT tools, computers, experiential learning, interactive learning through discussions and practical experience create an overall climate conducive to learning.

Recognizing that conventional academic programmes are not the only programmes useful to students, we have introduced a variety of self-financed programmes. Such programmes enhance the employment opportunities of students.

**7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?**

The key factors that attract student and other stakeholders to our college include the following:

(i) Total absence of bureaucratic practices and corruption in all aspects of administration, (ii) Transparent process of admission and recruitment and no corruption, (iii) Good inter-personal relationships between staff and students, students and management, and staff and management, (iv) Helpful teaching and non-teaching staff, (v) Teacher quality and progressive teaching-learning, (vi) Progressive management, (vii) Good infrastructure provision, regular up-gradation and augmentation, (viii) Training and placement cell, (ix) Adequate computer and library facilities, (x) Emphasis on regular attendance, strict maintenance of discipline and dress code, (xi) Clean environment and well maintained college building, (xii) No cases of ragging, (xiii) Good results at the university examinations, (xiv) Student aid / support facilities e.g. financial support, book bank, counselling, (xv) Variety of co-curricular and extra-curricular activities, (xvi) Sports activities – provision of coaching and opportunities for participation in various competitions, (xvii) Regular monitoring of student's progress and attendance.

**7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?**

All stakeholders (staff, students, their parents, the Management and certain commercial / business undertakings) are an integral part of the institution. Hence their opinions are sought and cooperation solicited in the implementation of all programmes.

The students are actively involved in curricular, co-curricular and extra-curricular activities through the various subject and other associations of the college.

As far as the local community is concerned cooperation of NGOs is sought through partnership in implanting programmes such as the Social Outreach Programme.

Personal development of students is sought to be achieved through various means; including opportunities for discovering and honing innate skills and talents by participating in the various activities (co-curricular and extra-curricular) offered by the college, and / or organizing them and the personality development component of the Value Education Programme.

There are also provisions for spiritual development of students. The college holds a prayer service at the start and end of each term, and on special occasions. There is also a campus minister available to cater to the spiritual needs of students. We also invite spiritual leaders from other faiths to address our students on spiritual

matters. In the last two years the college has also held certificate Theology courses for students.

**7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?**

Current and future offerings of academic programmes are influenced by the personal, formal and informal feedback to the college staff and authorities by students, parents, and alumni. The second division for the B.M.S. programme was based on the huge demand from parents and students for more seats. Similarly the decision to introduce the B.Com.(Banking and Insurance) course this year was based on demand from parents and students. The college also takes into account current market trends, reports in the media, and inputs from the university authorities before deciding on future offerings and operations.

**7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?**

Our college promotes social responsibilities and citizenships roles among the students through offering programmes such as Social Outreach and NSS.

The awareness of good citizenry is also brought home to them through lectures and field work in the above mentioned programmes. Students carry out blood donation drives in college and go for annual rural/urban camps under the aegis of the NSS programme. They also conduct health / hygiene awareness programmes, cleanliness drives, let's-save-power campaigns and other forms of social service.

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Our college students paid homage to the martyrs and victims of the Mumbai Train Blasts and the 26/11 tragedy. Members of the Association for Inter Religious Dialogue arranged an Interfaith prayer service for the victims of the 7/11 Mumbai train blasts.

The students led by the Student's Council arranged a short programme to express their solidarity with the victim's and martyrs of 26/11. The student's expressed their feelings and sentiments through a PowerPoint presentation and even read out poems composed by them. Members of faculty and students led by the Principal lit candles in solemn remembrance of the tragedy that shook the city of Mumbai and indeed the entire country.

Our college also promotes the development of social responsibility and citizenship by giving students an opportunity to shoulder various responsibilities in the organization of various activities in the college.

**7.3.7 What are the institutional efforts to bring in community-orientation in its activities?**

Community orientation in college activities may be observed primarily in the activities offered by the NSS and Social Outreach Programmes of the college. As part of these programmes an awareness of community problems at large are brought home to the student community. This is particularly possible because of the linkages established with various local NGOs that work with our NSS Programme Officer and the Professor-in-Charge of the Social Outreach Programme under the Value Education Programme. Camps

and practical field trips ensure a community orientation in our student's curriculum.

**7.3.8 How does your institution actively support and strengthen the neighbourhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?**

NSS and Social Outreach activities are undertaken by the college in collaboration with local NGOs such as BUILD, Navjeet Community Health Centre and Chuim Community Centre. It is under the aegis of these contacts that our students go out and work with certain underprivileged local communities and provide inputs on health and hygiene, empowering women to take charge of their economic conditions, teach children the basics of English and arithmetic and so on.

The institution actively supports and strengthens all activities of the neighbourhood communities by providing space for meetings of local residents and Deepen Your Faith meetings. The College Chapel is also used regularly by the local community. The college premises are also used for conducting several courses, such as language courses, personality development courses and even dance classes. The premises are made available for banks to conduct their examinations. The college auditorium is used for providing entertainment – music, dance and drama shows – for the general public.

Apart from the points mentioned above the institution also extends active support to strengthen the community via measures such as:

(a) Providing volunteers to help senior citizens at the annual Mount Mary Fest, (b) Volunteers to organize and donate blood as part of the blood donation drives for Holy Family Hospital, (c) Helping the local ALM in its activities, (d) Helping the organizers of the Celebrate Bandra festival.

**7.3.9 How do the faculty and students contribute in these activities?**

The faculty in charge of the Social Outreach Programme and NSS actively participate in planning, implementing and monitoring these activities. The faculty members encourage student participation and are also responsible for identifying and bringing the students into contact with the NGOs.

Our students respond instantly to emergency calls for blood donations over and above the blood donation drives conducted by the Holy Family Hospital and Lions Club.

**7.3.10 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?**

We do compare our academic performance with the overall average of the university and strive to better the performance at the various examinations. We also strive to better our performance in extracurricular and sports activities.

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We determine student satisfaction with academic matters directly from questionnaires about teachers, and indirectly from their performance at examinations, attendance in class and the fact that a majority of students prefer to remain in our college and change their subjects to major at the third year level in the arts faculty rather than go to another college.

Given that benchmarking is all about setting standards and comparing performances to standards we constantly set high standards for ourselves as a college and try to surpass those standards at each point in time. Under the leadership of the Principal a constant check is kept on several aspects of the college functioning to ensure that standards are maintained and enhanced:

**(i) Infrastructure:** Maintenance, augmentation and up-dating it, so as to maintain an ambience suitable to an academic institution.

**(ii) Academic programmes and pedagogy:** Monitoring all aspects of their implementation and its output; as well as student and other stakeholder's satisfaction with the same

**(iii) Assessment:** Continuous internal assessment and transparent evaluation system

**(iv) Links:** Maintaining links with the university, government authorities and other educational institutions

**(v) Feedback:** Keeping in touch with public perception via feedback from stakeholders

**7.3.11 How do you build relationships? (a) to attract and retain students, (b) to enhance students performance, and (c) to meet their expectations of learning.**

Over the last 25 years our college has steadily built up healthy relationships within the institution among the staff and Management and between the students and staff. Our staff – both teaching and non-teaching - has been found to be helpful and approachable by both students and their parents. The staff enjoys a friendly rapport with the students and Management. In addition the open door policy of the Principal, Dean and Management has also been viewed favourably by the staff, students and parents.

Students are attracted to our college because it offers a range of programmes / courses has a good faculty and offers opportunities to organize and participate in several co-curricular and extracurricular activities. We have a very clean administration with completely fair and transparent admission procedures. Our office staff is also most helpful to students and their parents.

In addition, our college has developed a reputation for strict discipline and enforcing rules about attendance and a dress code. This is particularly attractive for parents. Interestingly enough, some of our alumni who were critical of such measures when they were students are now very appreciative of our efforts to maintain discipline and security of our students.

Regular and quality teaching helps us to retain our students. Our staff customarily makes it a practice to remain updated with all the latest developments in their individual disciplines and syllabus

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revisions. To make their lectures interesting they use a learner-centric approach and get students involved in the lecture with discussions, presentations and guest lectures. Some teachers also arrange for field visits, viewing of films and introduce their students to informative sites on the web, besides guiding them to books and periodicals.

Weak students are given individual attention and recently we have introduced remedial classes. Many of our students are first generation learners. Though we do not distinguish them from the rest, our faculty always takes care to motivate and encourage all students to do their best in every field be it academics or other co-curricular or extra-curricular activities.

The provision of good learning resources (books and periodicals; and access to the internet) in the library and student support measures such as the book bank, scholarships and prizes, the training and placement cell, encouragement of and opportunities for capacity building, self esteem and personality development are some of the important features of our college that enhances student satisfaction.

The examination system is also well systematized and the evaluation fair and unbiased. Students also have recourse to verification/revaluation according to rules of the University of Mumbai.

At the more personal level students with adjustment problems or any other problem are directed to speak to the student counsellor by the subject teacher or the class teacher / mentor of the class.

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Students from economically disadvantaged backgrounds are never turned away by our college. When approached, the college authorities attempt to make matters easier for deserving students by allowing payments in instalments, guiding them to avenues to get loans, and offering freeships, and even concessions in fees.

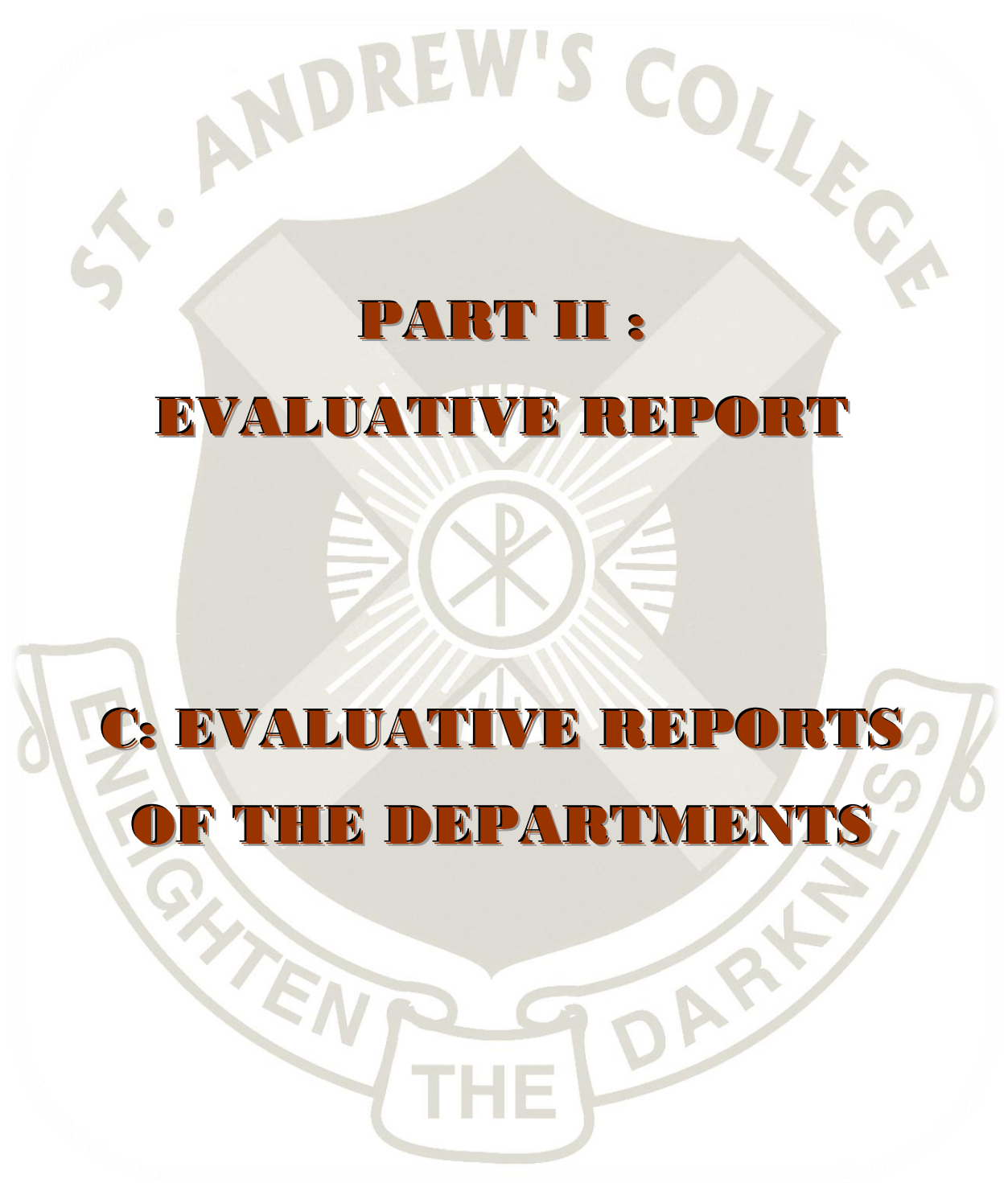
**7.3.12 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?**

Complaints are managed at both an informal level as well as at the formal level.

The informal level essentially is at the personal level where the aggrieved staff member or student or parent or any stakeholders takes up the issue with the Principal or Dean or Management if necessary.

At the formal level there is the Grievance Cell, the composition of which is decided by the Principal at the start of the academic year. The committee is announced by notices prominently displayed on notice boards at various places in the college. The aggrieved party can submit the grievance in writing (addressing the matter to the Grievance Committee) to the Principal who would then call for the committee to take up the issue.

There are also provisions for the exercise of the Right To Information Act and a notice announcing the officer-in-charge is also displayed on the notice boards.



**PART II :**  
**EVALUATIVE REPORT**

**C: EVALUATIVE REPORTS**  
**OF THE DEPARTMENTS**

**RAR – PART II – EVALUATIVE REPORT**  
**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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**DEPARTMENT OF ENGLISH**

**Faculty Profile:** (2008-09)

Dr. Marie B. Fernandes	: M.A., D.H.E., Ph.D. -
	Principal and Head of Department
Ms. Susan Lobo	: M.A., M.Phil., S.E.T.
Ms. Rosa Ferdinando	: M.A. - On C.H.B.
Ms. Jennifer Thomas	: M.A., M.Ed. - On C.H.B.

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Syllabus Changes and Faculty Contribution:** Principal Dr. M. B. Fernandes is a member of the Board of Studies for the English syllabus at the B.A., M.A. and M.Phil. level. Ms. S. Lobo was co-opted into a committee that worked on syllabus revisions for Communication Skills.

**Success Rate:** Results at the T.Y.B.A. level has always been 100%.

**Learning Resources:** Learning Resources of the faculty members include resources from the : (i) College Library, (ii) University of Mumbai Jawaharlal Nehru Library, (iii) British Council Library, (iv) American Centre Library, (v) The Internet and (vi) Personal books and references.

**Teaching Methods:** Various methods are used to make the subject interesting including the use of teaching aids such as the OHP and

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**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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LCD projectors as well as the use of screening of films and/or plays. Faculty members also conduct remedial classes that clarify doubts and solve syllabus related problems.

**Counselling:** All members of the department including the Principal are involved in mentoring students.

**Faculty Development Programmes Attended:**

Dr. M. B. Fernandes

- (i) 15 December 2008: International Colloquium: Higher Education and Society organized St. Xavier's College, Mumbai.
- (ii) 21 by February 2009: Education Summit: Education 2020, organized by L. N. Knowledge Resources. The Keynote speech by Governor Shri. S. C. Jamir. Eleven Vice-Chancellors from Universities across India deliberated on several issues connected with University education.

Ms. Susan Lobo

- (i) 12 August 2008: Workshop: On the revised T.Y.B.A. syllabus for English Paper VI at CKT College, New Panvel.
- (ii) 10-29 November 2008: Refresher course: On "Rethinking Theory," organized by the University of Mumbai.
- (iii) 3 and 4 December 2008: ELT workshop: "Material Production for English Language Teaching," at Ruia College, Mumbai.
- (iv) Talk on ELT by ELT expert, Dr. N. S. Prabhu, at Mumbai University.

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Prof. Jennifer Thomas

- (i) 19-20 January 2009: Conference: Third International Conference of Children's Literary Association of India hosted by University of Mumbai. The Theme: "Learning Wisdom at their Knee: Engaging with Children's Literature."

Prof. Deepna Rao

- (i) 17-18 December 2007: Interdisciplinary Workshop: "The Semiotics of Violence in the Arts and Media," conducted by University of Mumbai at ICSSR
- (ii) 23 January 2008: Seminar: "Celebrating Poetry." at Ruia College, Mumbai

**Participation in and Contribution to Academic Activities:**

Principal Dr. M.B. Fernandes:

- (i) Recognised Ph.D. Guide of the University of Mumbai. She has three students working for Ph.D. Degree and three for M.Phil. Degree
- (ii) Member of the Board of Studies in English – University of Mumbai
- (iii) Member of the Selection Committee - University of Mumbai
- (iv) Member of the Local Inquiry Committee - University of Mumbai
- (v) 26 February 2008: Delivered a lecture on the "Indian Education System" to the ASAE and CAL team from USA. Event organized by the Confederation of Indian Industry (CII) at J. W. Marriot Hotel, Mumbai.

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**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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(vi) 11 August 2008: Resource person for a Workshop: On the Revised Syllabi of T.Y.B.A. English Literature, organized by the Board of Studies, University of Mumbai and CKT College, New Panvel.

(vii) 25 September 2008: Discussion Panelist: On Amitav Ghosh's "Sea of Poppies" organized by the Nehru Centre, Mumbai.

**Collaborations during 2007-2008 & 2008-2009:** The faculty and students regularly attend seminars and workshops organized by different colleges.

**Research Activities:**

Dr. Marie Fernandes

- (i) Articles/papers presented/published (Reported in RAR II Criterion 3 Question 3.2.5)
- (ii) 9 April 2009: Successfully guided a student, Prof. Ahalya Samtaney, Head of Department, H.R. College for the Ph.D. degree
- (iii) 2009-10: Granted funding for a Minor Research Project from the University of Mumbai.

**Plan of Action:**

- (i) To introduce 6 papers in English (introduced in 2009-10)
- (ii) To train our students to write and speak clearly, fluently and effectively by using the Language Laboratory
- (iii) To encourage more research among students and the faculty
- (iv) To improve the reading habits of students
- (v) To improve the grades of students particularly at the TYBA

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**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

University Examination

**Department/Association Activities:** Besides the monthly meetings of the Reading and Poetry Circle some of the highlights of the activities conducted during 2007-8 and 2008-9 include an international seminar, essay competition, language and literature puzzles, guest lecture by eminent writers, workshops by ex-students, films week and launching of a department newsletter ELAN.

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**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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**DEPARTMENT OF ECONOMICS**  
**AND**  
**DEPARTMENT OF BUSINESS ECONOMICS**

**Faculty Profile:** (2008-2009)

**Department of Economics:**

Dr. Amelia Correa :M.A., M.Phil., Ph.D. - Head of Department

Dr. Kashmira P. Mody: M.A.(2<sup>nd</sup> Rank University of Mumbai),  
N.E.T., Ph.D.

**Department of Business Economics:**

Dr. Graciella Tavares : M.A., Ph.D. – Head of Department

Though administratively separate departments, the faculty follow a system of integrated teaching with all members teaching both the Arts and the Commerce programmes.

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Syllabus Changes and Faculty Contribution:** Dr. G. Tavares has been co-opted into committees working on syllabus revision.

**Success Rate:** Economics (T.Y.B.A): during the last five years the success rate has been 100 % except in 2008-09 (93.75%). Business Economics: success rate has ranged between 94.54% to 98.33%.

**Learning Resources:** Learning resources of the faculty members include resources from the:(i) College Library, (ii) University of Mumbai Jawaharlal Nehru Library, (iii) British Council Library, (iv)

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American Centre Library, (v) The Internet, (vi) Personal books and references.

**Teaching Methods:** Though the dominant teaching method remains the ‘chalk and talk’ method we use discussions and debates to elicit greater student participation. With the traditional method of teaching minor innovations in the form of setting expectations, orientations to each module, presentations of latest information from internet sources have been introduced, so as to provide knowledge and understanding of contemporary issues. We also use PowerPoint presentations, case studies, and analysis and interpretation of data. All of these methods are used to encourage students to develop self-confidence and the passion to engage in life-long learning.

Weak learners are also helped individually by teachers to develop effective study methods and remedial classes are conducted to help weak students perform better at subsequent examinations.

**Counselling:** As mentors teachers do counsel students mostly in academic matters, though occasionally students may approach them informally as regards personal matters as well.

**Faculty Development Programmes Attended:** Dr. A. Correa and Dr. K. Mody were awarded Teacher Fellowships for completion of Ph.D. Studies under the U.G.C. Faculty Improvement Programme in 2005 and 2004 respectively.

Details of workshops/seminars/ conferences attended include:

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Dr. Amelia Correa: (i) 19 July 2008: Workshop: On the Use of Technology in Teaching and Learning Economics at M.M.K. College, Mumbai, organized by the Forum of Free Enterprise.

(ii) January 2009: Workshop: On Microfinance organized by Centre for Microfinance, Pune.

(iii) 02 February 2009: Workshop: On revised syllabus in Business Economics Paper II at K. P. B. Hinduja College of Commerce organized by K P B Hinduja College of Commerce and the Board of Studies in Business Economics, University of Mumbai.

(iv) April 28, 2009: Workshop: On revised syllabus for T.Y.B.A. Economics Papers IV to IX at D. G. Ruparel College organized by the Board of Studies in Economics, University of Mumbai, Department of Economics and D. G. Ruparel College.

Dr. Kashmira Mody,

(i) 28 November 2007: Workshop: On revised syllabi and paper pattern of F.Y.B.A. and S.Y.B.A. Economics at D. G. Ruparel College conducted by Board of Studies in Economics, and the Department of Economics University of Mumbai.

(ii) 6-7 December 2007: International Commerce and Management Conference on “Issues in International Scenario: Special Economic Zone and Business Process Outsourcing,” organized by the Department of Commerce, University of Mumbai..

(iii) 18-19 January 2008: 10th Annual Conference on Money and Finance in the Indian Economy organized by Indira Gandhi Institute of Development Research (I.G.I.D.R.), Mumbai.

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(iv) 23-24 January 2009: 11th Annual Conference on Money and Finance in the Indian Economy organized by I.G.I.D.R., Mumbai.

(v) 19-20 February 2009: Conference on “Public Policy in a Federal Setup,” organized by the Department of Economics (Autonomous), University of Mumbai.

Dr. Graciella Tavares,

(i) 28 November 2007: Workshop: On revised syllabi and paper pattern of F.Y.B.A. and S.Y.B.A. Economics at D. G. Ruparel College conducted by Board of Studies in Economics, and the Department of Economics University of Mumbai.

(ii) 01 December 2007: Workshop: On syllabus revision of Business Economics Papers I, II, and III at K. P. B. Hinduja College of Commerce, organized by K. P. B. Hinduja College of Commerce and the Board of Studies in Business Economics, University of Mumbai.

(iii) 12 December 2007: Workshop: On Integration of Human Development and Human Rights into University Curricula conducted by Centre for Human Development, Department of Economics, University of Mumbai.

(iv) 19 July 2008: Workshop: On the Use of Technology in Teaching and Learning Economics at M.M.K. College, Mumbai, organized by the Forum of Free Enterprise.

(v) 02 February 2009: Workshop: On revised syllabus in Business Economics Paper II at K. P. B. Hinduja College of Commerce organized by K P B Hinduja College of Commerce and the Board of Studies in Business Economics, University of Mumbai.

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(vi) April 28, 2009: Workshop: On revised syllabus for T.Y.B.A. Economics Papers IV to IX at D. G. Ruparel College organized by the Board of Studies in Economics, University of Mumbai, Department of Economics and D. G. Ruparel College.

**Participation in and Contribution to Academic Activities:**

Dr. A. Correa: Microfinance: Debt and Equity Contracts, Jadavpur University, January 2008

Dr. K. Mody: 17-18 March 2009 Resource person in the Capacity Development Training Programme on "Research Methods in Social Sciences," for lecturers in Kabul University, Afghanistan, supported by the United Nations Development Programme (UNDP), Afghanistan, the I.G.I.D.R., Mumbai

**Research Activities:** Articles/papers presented/published reported in RAR Part II – Criterion 3 – Question 3.2.5.

Dr. K. Mody: Granted funding for a Minor Research Project by the University of Mumbai during 2009-10.

**Plan of Action:** To continue to help students understand the current world economic scenario and the varied responses of countries to the changing times.

**Department/Association Activities:** The Departments of Economics and Business Economics run the Andrean Economic Association that maintains a notice board that displays information about economists and economic concepts, quiz competitions, posters, thought for the week. The Association also arranges for guest lectures and field visits.

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**DEPARTMENT OF SOCIOLOGY**

**Faculty Profile:** (2008-2009)

Ms. Shirly George : M.A., M.Phil - Head of Department.

Ms. Vatika Sibal : M.A., L.L.B., N.E.T.- on UGC – FIP leave

Dr. (Fr.) M.T. Joseph : M.A. M.Phil. N.E.T., Ph.D.

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Syllabus Changes and Faculty Contribution:** Ms. Shirly George was a member of the syllabus revision committee for S.Y.B.A. Paper II and T.Y.B.A. Paper IV and IX

**Success Rate:** Results at the T.Y.B.A. level have almost always been 100% in Sociology 3 papers and Sociology 6 papers, except in 2008-09 Sociology 3 papers the success rate was 96.30%.

**Learning Resources:** Learning resources of the faculty members include resources from the: (i) College Library, (ii) The Internet, (iii) Personal collection of magazines, journals and books

**Teaching Methods:** Besides the usual “Lecturing and chalk and duster method” the faculty members use: (i) Presentations followed by discussion, (ii) OHP and LCD projectors for presentations, (iii) Screening of films related to social issues.

Students have also been given remedial classes at which doubts have been clarified and concepts explained. T.Y.B.A. students were given

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a re-examination and additional inputs for preparation for University examination.

**Counselling:** Mentoring of students is done periodically. This includes meeting the students assigned to faculty and talking to them regarding their academic and other personal problems.

**Faculty Development Programmes attended:**

Ms. V. Sibal was awarded the UGC-FIP Fellowship in 2008-9.

Ms. S. George:

(i) Syllabus Planning Workshops: Conducted by Board of Studies at University of Mumbai on 16 July 2005, at St. Xavier's College, Mumbai on 16 September 2006, at K. C. College Mumbai on 13 August 2007, at St. Xavier's College and K. C. College Mumbai on 26-27 March 2008.

(ii) 11 December 2008: Seminar: Policy and People: Discourses and Practices organized by Tata Institute of Social Sciences.

(iii) 20 February 2009: A.R Desai Desai Memorial Lecture: On The Social Basis of Indian Citizenship by University of Mumbai.

Dr. (Fr.) M.T. Joseph:

(i) 05 December 2008: Workshop: On 'Women and Jurisprudence,' conducted by MAJLIS Foundation at L.S. Raheja College, Juhu, Mumbai.

(ii) 2-3 January, 2009: Seminar: On 'Gender, Caste and Patriarchy: Interface and Issues,' organized by the Women Development Cell of the University of Mumbai and the Centre for Human Development,

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Department of Economics, University of Mumbai, at University of Mumbai.

**Participation in and Contribution to Academic Activities:** The Department of Sociology, St. Andrew's College organized a one day workshop on September 23, 2008 for all the degree college teachers of Sociology of the University of Mumbai on the papers of the revised syllabus for Third Year B. A.

**Research Activities:** Ms. S. George is currently working towards a Ph.D. Degree. Fr. M. T. Joseph's paper is reported in RAR II – Criterion 3 Question 3.2.5.

**Plan of Action:** To make the students aware of the current socio-economic patterns. Accordingly the department plans to conduct workshops and panel discussions on social issues. Screening of socially relevant films with review will also be included. Eminent social activists will be called to interact with students.

**Department/Association Activities:** The Association has encouraged students to display poster presentations on relevant topics on the Sociology Association Notice Board. Other activities conducted include field visits, workshops, guest lectures, assignments and their presentations.

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**DEPARTMENT OF PSYCHOLOGY**

**Faculty Profile:** (2008-2009)

Ms. Shubda Malhotra : M.A., M.Phil. - Head of Department

Ms. Sharmila Dhote : M.A., S.E.T.

Dr. Madhu Rai : M.Sc. (Psy.), B.Ed., Ph.D.

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Success Rate:** Results at the T.Y.B.A. have ranged between 89.81% to 100% over the last five years. The results of the applied component paper Human Behaviour at Work at T.Y.B.Com. have ranged between 99% to 100%.

**Learning Resources:** Learning resources of the faculty members include resources from the: (i) College Library, (ii) The Internet, (iii) Personal books and references

**Teaching Methods:** Together with traditional lecture and black-board method of teaching the department, members also use a combination of the following methods.

- (i) Conducting *Role-plays* to explain psychological concepts,
- (ii) Use *Case-studies* to facilitate learning, (iii) Administer *psychological tests* to enhance learning, (iv) Conduct *psychological games* to create interest in the subject, (v) Use various *visual aids* such as charts, pictures, OHP, paper-

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cuttings etc., (vi) Discuss and *read out extracts* from some latest *books* relevant to the subject, (vii) *Conduct quizzes* to revise topics, (viii) Class presentations (with LCD) and discussions.

Our department has also conducted remedial classes that included syllabus revision, solving difficulties and practice sessions for answering questions at examinations.

**Counselling:** Members of the Psychology department have always been counselling students informally. Besides they also undertake mentoring of students.

**Faculty Development Programmes Attended:**

Ms. S. Malhotra:

- (i) December 2007: Workshop: On “Stress and Well Being,” at Andheri Sports Club, Mumbai.
- (ii) December 2007: Refresher Course: On “Women’s Rights as Human Rights,” at S.N.D.T. University, Mumbai.
- (iii) January 2008: Seminar: On “Brain Awareness” at I.I.T. Mumbai.
- (iv) July 2008: Seminar: On “Emotional Literacy,” at St. Teresa Institute for Education.

Ms. S. Dhote:

- (i) 2009: Seminar: On “Mind and Memory Improvement,” at Mahila College, Mumbai.

Dr. M. Rai:

- (i) October 2007: Seminar: On “Dynamics of Counselling,” organized by Sinara Times Foundation.

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(ii) November 2007: Seminar on “Stress Management,” organized by  
Sinara Times Foundation

(iii) November 2007: Seminar on “Assertive Training” organized by  
Sinara Times Foundation

(iv) 6 August 2008: Workshop: On the revised syllabus of Foundation  
Course Paper II organized by Nagindas Khandwala College with  
University of Mumbai, at Nagindas Khandwala College, Malad,  
Mumbai.

**Plan of Action:** Continue all the ongoing activities and focus on  
some extension work to be conducted by students in institutions.  
Organize seminars in the field of Psychology.

**Department/Association Activities:** The Psychology Department  
Association – Andean Psychology Team (APT) has been observing a  
week of Psychology subject related activities every year. One week  
includes a field visit, an essay writing competition, a debate, a JAM  
contest, a quiz and poster making competition. The Andean  
Psychology Team also arranges for screening of films and Guest  
Lectures.

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**DEPARTMENT OF HISTORY**

**Faculty Profile:** (2008-2009)

Ms. Janine Coelho: M.A. (1<sup>st</sup> Rank at University of Mumbai),

N.E.T., S.E.T., B.Ed(2<sup>nd</sup> Rank at the University of Mumbai)

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Syllabus Changes and Faculty Contribution:** Ms. J. Coelho has been appointed as a member of the syllabus revision committee to work on the syllabus to be introduced at the F.Y.B.A. starting from June 2010 and subsequently for S.Y.B.A. and T.Y.B.A.

**Success Rate:** Results at the T.Y.B.A. level have almost always been 100% except in 2008-9, the success rate has been 96.97%

**Learning Resources:** Learning resources of the faculty members include resources from the: (i) College Library, (ii) The Internet, (iii) Personal collection of magazines, journals and books.

**Teaching Methods:** The exciting episodes and colourful personality of history are brought to life with use of pictures, photographs, films, maps and field visits. Students are encouraged to access the internet and discover other sources of information. There is also the occasional use of PowerPoint presentations. Weak students are given individual attention and are helped at remedial classes.

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**Counselling:** Ms. Coelho meets students and their parents individually to build a rapport with them and encourage them to approach her for advice or help. She has also made it a practice to have an annual get together with students of the T.Y.B.A. before they graduate.

**Faculty Development Programmes Attended:** 2007-8: Lecture: “Gandhism, Its Relevance Today,” by Tushar Gandhi, St. Xavier’s College, Mumbai.

**Research Activities:** In February 2008, five students of the department began to examine 200 year old baptism records undergoing restoration at St. Andrew’s Church, Bandra, and started a study of the East Indian Community which is native to Mumbai. This is a self funded, self managed research project. This attempt will culminate in the presentation of these papers at a seminar together with a publication of a journal with the same.

**Plan of Action:** (i) Organize more field trips in Mumbai (Kanheri, Banganga, Masjid Bunder, the Docks, Vasai Fort etc.) to acquaint First Year students with the city given the introduction of the new paper at F.Y.B.A. in 2010, (ii) Invite Mumbai Historians to share their knowledge with our students, (iii) Greater use of visuals (LCD presentations) and maps, (iv) Extend Research about Mumbai communities, the Goans, Mangaloreans, Gujarati Baniyas, Bori Muslims, Parsis and Kolis.

**Department/Association Activities:** As part of the activities of the History Association students are taken for field visits, excursions and heritage walks. They are also shown films and encouraged to participate in quiz competitions.

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**DEPARTMENT OF COMMERCE**

**Faculty Profile:**

Ms. Charmaine Braganza : M.Com. - Head of Department

Ms. Desiree Gonsalves : M.Com., D.B.M

Ms. Harmeet Kaur Bhasin : M.Com., B.Ed., S.E.T.

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Success Rate:** The success rate of our students at the University examinations from 2004-2005 to 2008-2009 has ranged 98.91% to 100% in Management & Production Planning (Compulsory paper) and 99.37% to 100% in Marketing Research and in Export Marketing (Optional paper) has been 100%.

**Learning Resources:** Learning resources of the department faculty include resources from the: (i) College Library, (ii) Internet, (iii) Personal books and other reference material

**Teaching Methods:** The faculty members use the OHP and LCD projectors facilities to supplement the traditional lecture method. The department also screens films relevant to the subject followed by a discussion, classroom debates and quiz competitions. Projects and creative advertising campaigns help to enliven the lectures enthuse the students. Students are also given tests and assessments besides remedial classes.

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**Counselling:** All members of the department mentor students assigned to them.

**Faculty Development Programmes attended:**

Ms. C. Braganza –

- (i) 6-7 August 2007: Workshop: ‘Quest’ organized by R.D. National College, Mumbai.
- (ii) 21 July 2008: Workshop: On ‘Research Areas in Commerce and Relevant statistical Techniques,” organized by the Mumbai Commerce Teachers Association at Raheja College.
- (iii) 24 September 2008: Workshop: Commerce, organized by the Commerce Department at NM College.
- (iv) 17 February 2009: Seminar: On “Recession and its impact on the Industry,” organized by TIME (Triumphant Institute of Management Education Pvt. Ltd.)

Ms. H. K. Bhasin

- (i) 18 October – 17 November, 2007: Refresher Course: In Commerce organized by the Academic Staff College, University of Mumbai, at N. M. College, Mumbai.
- (ii) 15 January, 2009: Seminar: On “Mergers and Acquisitions,” conducted by Shri. Narayan Guru College of Commerce, Mumbai.

All members of the department attended:

- (i) 6-7 December 2007: International Commerce and Management Conference on “Issues in International Scenario: Special

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Economic Zone and Business Process Outsourcing,” organized by the Department of Commerce, University of Mumbai.

Ms. C. Braganza and Ms. D. Gonsalves attended:

- (i) 27 February 2008: International Colloquium: “Inclusion & Exclusion – Exploring issues and practices,” organized by St. Xavier College, Mumbai.
- (ii) 20 July 2008: Seminar: On “Brand Gyan,” at R. D. National College, Mumbai.
- (iii) 15 Dec 2008: International Colloquium: “Higher Education and Society” organized by St. Xavier College, Mumbai.

**Research Activities:** Ms. C. Braganza and Ms. H. K. Bhasin are currently working towards a Ph.D. Degree in Commerce. Papers presented by Ms. Bhasin reported in RAR Part II, Criterion 3 – Question 3.2.5

**Plan of Action:** To enlighten students about the basics of Commerce and business activities in theory and their practical manifestation in a dynamic globalizing economy.

**Department/Association Activities:** The Commerce Circle organizes several activities including industrial visits, guest lectures, quiz and essay competitions. It also runs a news board called Commercially Yours.

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**DEPARTMENT OF ACCOUNTANCY**

**Faculty Profile:** (2008-2009)

Mr. Kevin Miranda :M.Com., C.A. - Acting Head of Department

Ms. Seema Kapoor :M.Com.

Mr. S.S. Khushrushahi:B.Com., C.A.(resigned mid 2008-09)

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject. A majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Success Rate:** The success rate of our students at the University examinations from 2004-2005 to 2008-2009 has ranged from 92.09% to 97.97% in Financial Accounting & Auditing III, 97.21% to 100% for Financial Accounting & Auditing IV and 98.54% to 100% for Financial Accounting & Auditing V. In the last four years the result for the Optional paper - Direct & Indirect Taxation has been 100%.

**Learning Resources:** Learning resources of the department faculty include resources from:

- i) College Library, ii) Annual Reports of Companies,
- iii) Computer aided learning.

**Teaching Methods:** Given the nature of the subject faculty members primarily use the traditional lecture-cum-blackboard method. Lectures are supplemented with the use of especially prepared/compiled problems from various books. Faculty members

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also conduct class tests and remedial classes at which students' difficulties are solved and practice problems are worked out.

**Counselling:** All members of the department mentor students assigned to them.

**Faculty Development Programmes attended:**

**Mr. Kevin Miranda: 2007-2008 and 2008-2009**

(i) Seminars organized by the Shivaji Park CPE Study Circle of the Western Region of the Institute of Chartered Accountants of India, at D. G. Ruparel College, Matunga.

9 June 2007:	Amendments in Service Tax
7 July 2007:	Issues in New series of Income Tax Forms
1 September 2007:	Survey, Search and Seizure under Income Tax Act
17 November 2007:	An Overview of Finance and Capital market
22 December 2007:	Business Taxation
8 March 2008:	Direct Tax Proposals and Proposed Amendments in Service Tax in Finance Bill 2008
19 April 2008:	Issues in CENVAT Credit
13 June 2008:	Corporate Laws- ESI Act
12 July 2008:	Indian Tax System
30 August 2008:	Tax Audit u/s 44AB
18 October 2008:	Consultancy & Advisory Services
13 December 2008:	Amendments to MVAT Rules
10 January 2009:	Carbon credit

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14 February 2009: Recent Judgements in Income Tax

(ii) 6 September 2007: Workshop: On new syllabus of Accountancy for F.Y.B.Com. and prospective syllabus of Accountancy for S.Y.B.Com. organized by Vivek College of Commerce and Jashbhai Maganbhai Patel College of Commerce, Mumbai.

Ms. Seema Kapoor: 06 August 2008: Workshop: On Revision of Syllabus of Financial Accountancy & Management Paper II organized by Sadanand College of Arts, Science & Commerce.

Mr. K. Miranda and Ms. S. Kapoor attended:

(i) 28 June, 2008: Workshop: On revision of syllabus of Management Accounting, and Direct and Indirect Taxes for T.Y.B.Com. organized by Lala Lajpat Rai College of Commerce and Economics and Board of Studies in Accountancy, University of Mumbai.

(ii) 18 July 2008: Workshop: On revision of syllabus of Financial Accounting and Auditing for T.Y.B.Com. organized by Motilal Jhunjhunwala College of Arts, Science and Commerce, Navi Mumbai and Board of Studies in Accountancy, University of Mumbai.

**Plan of Action:**

- (i) Workshops, seminars for students on various topics.
- (ii) Visits to manufacturing companies
- (iii) Career orientation programme for students
- (iv) Work assignments for students during vacations
- (v) Group discussions on various topics

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(vi) Guiding and counseling students for preparation for different entrance examinations and careers

**Department / Association Activities:** The Accountancy Department's association is titled as Income Tax and Financial Accountancy and Auditing Association (IFAA). It conducts various activities for accountancy students including Quiz Competitions, Career guidance lectures, Guest Lectures and Seminars

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**BACHELOR OF MANAGEMENT STUDIES**  
**(B.M.S)**

**Faculty Profile:**

Ms. Shirley Pillai : M.Com., M.Phil (Coordinator)

Ms.Mamatha D'Souza : M.Com., M.Phil

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject matter. A large majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class

**The Success Rate:** The success rate of our students at the university examinations has ranged from 69.44% to 87.17% which compares favourably with university pass percentage which has a maximum of 86.28% in the last 5 years.

**Learning Resources:** Learning resources used by members of the faculty include resources from the: (i) College library, (ii) The internet, (iii) Personal Books and References.

**Teaching Methods:** The traditional lecture cum blackboard method is supplemented by extensive use of OHPs and LCD projectors. The visiting faculty also use these methods and computer aided learning.

**Counselling:** Members of the faculty function as mentors to all students of the department.

**Placement Record:** A number of our students have been given placements/internships via the College Training and Placement Cell.

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**Plan of Action:** The action plan for the next 5 years include the following :

- (i) To organize seminars and workshops at inter-collegiate and state level
- (ii) Create a strong network database for secured placements.
- (iii) To conduct short term programmes to enhance marketability of our students.

**Department/Association activities:** The department association – Andean Business Youth Organization (ABYO) – organizes quiz and debate competitions and promotes participation of students in inter-collegiate festivals, seminars and workshops. The department also organizes an annual inter-collegiate festival- ‘REVE’.

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**BACHELOR OF MASS MEDIA**  
**(B.M.M.)**

**Faculty Profile:**

Dr. Sujatha Rao	:M.A., Ph.D. (Coordinator) Resigned mid 2007-08)
Ms. S. Bhagwat	:M.A., Diploma in French (Coordinator)
Ms. A. Chitalia	:M.A., P.G.Dip. in Communication Media

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject matter. A large majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class

**The Success Rate:** The success rate of our students at the university examinations has ranged from 98.15% to 100% (in 2005-6 and 2008-9) as against the university pass percentage range of 91.37% to 95.89% during the last five years.

**Learning Resources:** Learning resources used by members of the faculty include resources from the: (i) College library, (ii) The internet, (iii) Personal Books and References

**Teaching Methods:** The traditional lecture cum blackboard method is supplemented by extensive use of OHPs, LCD projectors. The visiting faculty also use these methods and computer aided learning.

**Counselling:** Members of the faculty function as mentors to all students of the department.

**Placement Record :** Data base has not been created and therefore data is unavailable. However, a number of our students have been

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given placements/internships via the College Training and Placement Cell. However, the department has worked intensively for student placements and many of our students have been given internships with reputed organizations / publications and ad-agencies. Some of the students thus placed have also been absorbed into the organization on graduating. Some of these organizations include FCB-Ulka, Zee TV, Grey Worldwide, Anthem, Asian Age and DNA.

**Plan of Action:** The action plan for the next 5 years include the following:

(i) To increase the reference / learning resources available to faculty and students, (ii) To encourage students to pursue further studies in the field of Mass Media, (iii) To increase interaction with personalities from the fields of advertising, film making and journalism so as to better understand market needs beyond the theoretical aspect as taught in class, (iv) Encourage students to promote and become part of social awareness campaigns.

**Department/Association activities:**

- (i) The department association – **CYNOSURE** – is actively involved in numerous inter-collegiate festivals and has won many awards for different activities.
- (ii) **5<sup>th</sup> Estate**, the Andrean Newsletter showcasing the activities of the college is an initiative undertaken by the department.

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**BACHELOR OF SCIENCE (Information Technology)**  
**(B.Sc.(I.T.))**

**Faculty Profile:**

Ms. A.N.S.Sarvani :M.Sc., B.Ed (Coordinator)

Ms.Veena Thakur :M.C.A

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject matter. A large majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class

**The Success Rate:** The success rate of our students at the university examinations has ranged from 70.49% to 84% and compares favourably to the university pass percentage range 60.59% to 78.94% over the last 5 years.

**Learning Resources:** Learning resources used by members of the faculty include resources from the: (i) College library, (ii)The internet, (iii) Personal books and References.

**Teaching Methods:** The methods used by members of B.Sc.(I.T.) faculty include:

- (i) Utilization of ICT tools to the maximum possible extent.
- (ii) Use of OHPs , LCD projectors to conduct demonstrations and provide detailed explanation of the subject.
- (iii) Use of the fully equipped computer laboratory to demonstrate and aid of the practice of theoretical concepts taught during lecture sessions.

**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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(iv) The Internet.

(v) The department not only conducts the complete laboratory sessions prescribed by the university curriculum but also keeps the laboratory open throughout the college time for students whenever they want/need to access computers for practice.

**Counselling:** Members of the faculty function as mentors to all students of the department.

**Research activities:** Papers presented by Ms. A.N.S. Sarvani are reported in RAR Part II-Criterion III-Q.No3.2.5

**Placement Record:**

(i) Database has not been created and therefore data is unavailable. However, the B.Sc-IT department has been quite successful in placement of its graduating students. Various organizations/consultancies including DirectI,Cyber Managers, Infosys and Southernland have provided placement/internships to our students.

(ii) In 2006-7 the entire batch was provided placement.

(iii) Our students Ms.Wilma D'Souza and Mr.Sherman Fernandes were selected as Infosys Campus Ambassadors in 2006-7 and 2008-9 respectively.

**Plan of Action :** The action plan for the next 5 years include the following:

(i) To arrange campus recruitment sessions from IT companies.

(ii) To organize industrial visits to acquaint with the actual environment in the IT industry.

**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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- (iii) To conduct a systematic programmes for uplifting the backward students, eg (a) special tutorials (b) forming peer help groups.

**Department / Association activities:**

- (i) The department conducts an Annual IT festival, ‘REVOLUTION IT’ having various IT related competitions and activities.
- (ii) The department’s association – The Andrean IT Club - organizes IT knowledge oriented activities that will help students in touch with current developments in the field beyond the curriculum.

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**BACHELOR OF COMMERCE (Accounting & Finance)**  
**(B.Com.(A&F))**

**Faculty Profile:**

Mr. Vinit Naik : M.Com., SLET (Coordinator)

Mr. Abhishek Sood : M.Com. C.A(Inter), CS(Inter)

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject matter. A large majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class.

**Success Rate:** The success rate during the last 4 years college pass percentage has been 87.17% to 96% as compared to the University of Mumbai's 93.55% to 97.89%

**Learning resources:** Learning resources used by members of the faculty include resources from the: (i) College library, (ii) The internet, (iii) Personal Books and References.

**Teaching Methods:** Faculty members make use of OHPs and LCD Projectors to make their explanation simple, easy and understandable for the students. Faculty members always try to link the theoretical knowledge of text book with practical knowledge of real finance and corporate world in order to make their lectures interesting.

**Counselling:** All faculty members are part of the mentoring system and thus function as mentors in academic and personal matters to the department students. Personal attention is provided to each student.

**RAR – PART II – EVALUATIVE REPORT**  
**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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Faculty members also help students individually with difficulties in the subject matter.

**Placement Record:** A number of our students have been given placements/internships via the College Training and Placement Cell.

**Plan of Action:** The action plan for the next five years include the following: (i) Arrange for internships and placements for Third Year students, (ii) Extra coaching for Third Year students, (iii) Arranging seminars and workshops by eminent personalities from the field of Finance/Financial markets, (iv) Arranging visits of students to banks, stock exchanges and other financial institutions so as to gain practical knowledge about the functioning of these institutions, (v) Initiating a department association that would organize more activities that contribute to the widening of horizons of the students.

**Department/Association activities:** The department's association- 'AC-FIN WIZARDS'- organizes all the co-curricular activities for the students to keep them up-to-date with current trends/happenings in the world.

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**RAR – PART II – EVALUATIVE REPORT**  
**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

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**BACHELOR OF SCIENCE(Hospitality Studies)**  
**(B.Sc.(H.S.))**

**Faculty Profile:**

Ms. Erica Coelho :B.Sc. (H&HA), (Coordinator)

Mr. Louis Mendonca :B.Com., Craft Course in Cookery

Ms Caroline Pereira :B.A., Dip. in Bakery and Confectionery

**Student Profile:** We make informal assessments of students and help them build up their competency in dealing with the subject matter. A large majority of our students are from English medium schools. Economically they hail largely from the poor, lower middle and a few are from the higher middle class

**Success Rate:** The course was instituted in 2007-8. The first batch will appear for the University examinations at the end of 2009-10.

**Learning Resources:** Learning resources used by members of the faculty include resources from the: (i) College library, (ii) The internet, (iii) Special lectures and demonstrations by experts, (iv) Work experience.

**Teaching Methods:** The traditional lecture cum blackboard method is supplemented by use of OHPs, LCD Projectors. Demonstrations and practicals are important teaching procedures.

**Counselling:** Members of the faculty function as mentors to all students of the department.

**Collaborations during 2007-8 and 2008-9:** The Hospitality Studies department collaborates with various five star hotels to provide internships and/placements for students of the department. Such

**C. EVALUATIVE REPORT OF THE DEPARTMENTS**

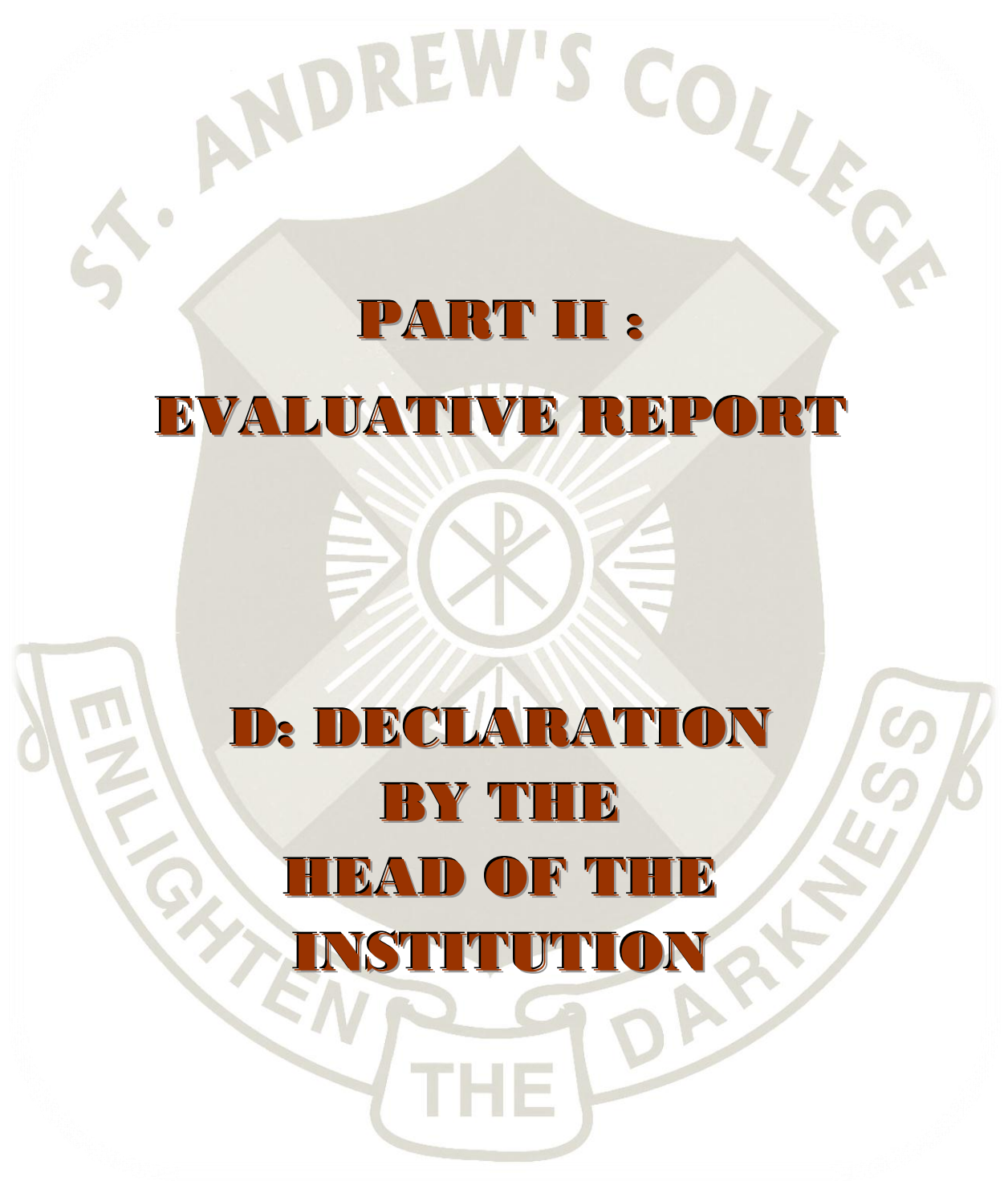
collaborations provide our students with practical work experience which supplements the theoretical inputs provided by the lectures in the college. It also benefits the students in terms of an opportunity to earn while you learn.

**Placement Record:** The first batch will be interviewed for the placement during the 2<sup>nd</sup> term 2009-10.

**Plan of Action:** The action plan for the next 5 years includes the following:

(i) To interact with other Hospitality colleges to conduct inter-collegiate competitions, (ii) Taking students for educational visits to industry related companies, (iii) To host theme nights which give students an experience of organizing an event, (iii) To organize summer/winter internships for First Year and Second Year students besides the 6 month mandatory internship so as to provide more experience, (iv) To provide students with outdoor catering experience over weekends or holidays, (vi) Setting up a food unit and creating duty notes for the students with help of the faculty to run the unit independently during/after college hours.

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**PART II :**  
**EVALUATIVE REPORT**

**D: DECLARATION**  
**BY THE**  
**HEAD OF THE**  
**INSTITUTION**

**D. DECLARATION BY THE HEAD OF THE INSTITUTION**

**DECLARATION BY  
THE HEAD OF THE INSTITUTION**

I certify that that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

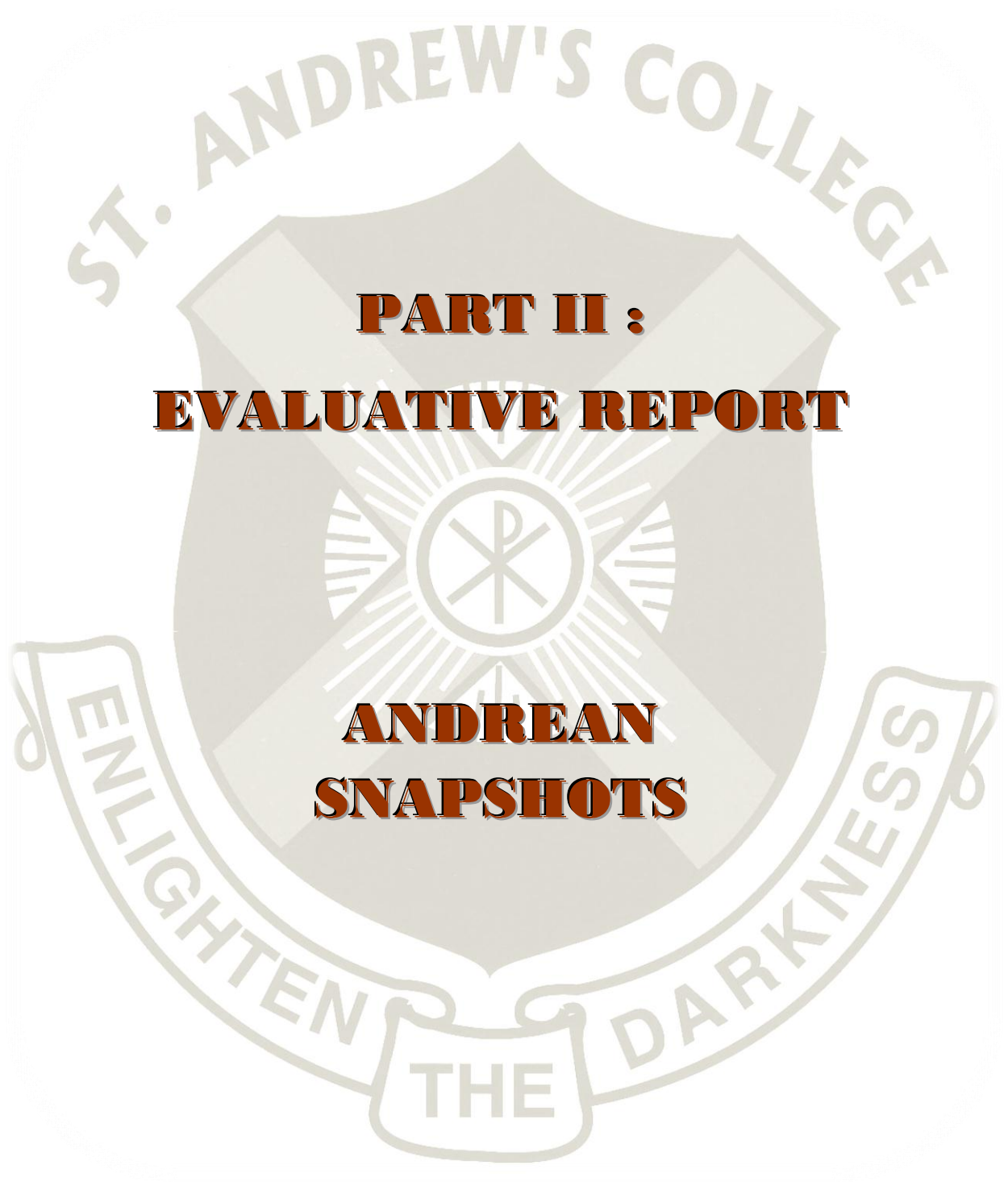
This Re-Accreditation Report (RAR) has been prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

Dr. M. B. Fernandes  
PRINCIPAL

Place: Mumbai

Date: 08 December 2009



**PART II :**  
**EVALUATIVE REPORT**

**ANDREAN**  
**SNAPSHOTS**

## **ANDREAN SNAPSHOTS**

**1. THE BUILDING**

**2. SOME FACILITIES**

**3. EXTRA-CURRICULAR ACTIVITIES (CULTURAL)**

**4. EXTRA-CURRICULAR ACTIVITIES (SPORTS)**

**5. SOCIAL OUTREACH**

**6. SPECIAL EVENTS**

## RE-ACCREDITATION REPORT 2009

### ANDREAN SNAPSHOTS



INAUGURATION  
OF THE ST.  
ANDREW'S  
COLLEGE  
PROJECT BY  
MOTHER TERESA



REAR VIEW OF  
THE COLLEGE  
BUILDING  
AND THE PLAY  
GROUND

### ST. ANDREW'S COLLEGE BUILDING

## RE-ACCREDITATION REPORT 2009

### ANDREAN SNAPSHOTS



**A.**



**B.**

**A. THE CANTEEN**

**B. THE CONFERENCE ROOM**

**C. THE COMPUTER**

**LABORATORY**

**D. THE AUDITORIUM**



**C.**

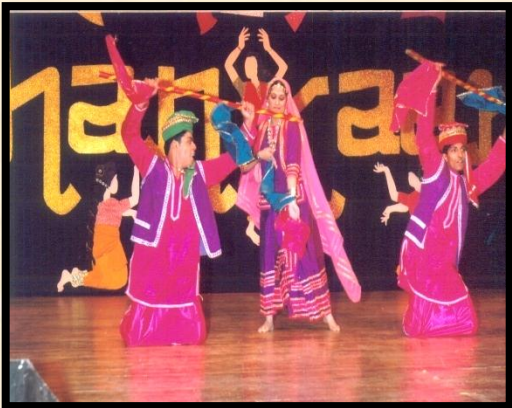


**D.**

### SOME FACILITIES

**RE-ACCREDITATION REPORT 2009**

**ANDREAN SNAPSHOTS**



**EXTRA-CURRICULAR ACTIVITIES (CULTURAL)**

## RE-ACCREDITATION REPORT 2009

### ANDREAN SNAPSHOTS

#### INDOOR AND OUTDOOR SPORTS



#### EXTRA-CURRICULAR ACTIVITIES (SPORTS)

## RE-ACCREDITATION REPORT 2009

### ANDREAN SNAPSHOTS



### NSS UNIT - BLOOD DONATION DRIVE - REACHING OUT TO CHILDREN



### SOCIAL OUTREACH

## RE-ACCREDITATION REPORT 2009

### ANDREAN SNAPSHOTS



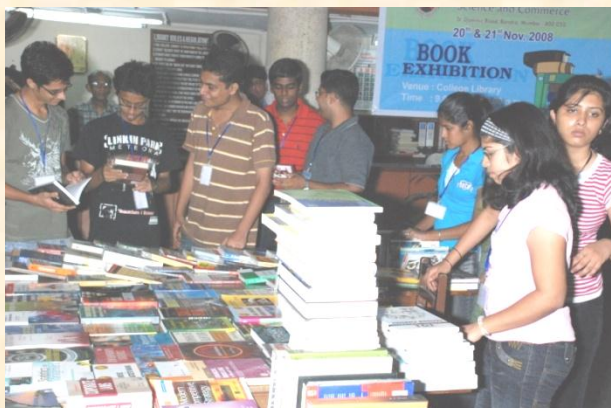
**Mr. Paul Folmsbee,  
U.S. Consul General**  
At the inauguration of  
the exhibition “Picturing  
the Century”



**Release of the Souvenir  
at the closing ceremony  
of the Silver Jubilee  
celebrations of St.  
Andrew's College**



**Inauguration of the Chair  
for Inter-Religious and  
Inter-Cultural Dialogue.**  
**L-R:**  
**Prin. Dr. M. Fernandes,**  
**Guest of Honour**  
**Archbishop F. Machado,**  
**Managing Trustee**  
**Msgr. N. Rodrigues**



**Students browse books  
at the Annual Book  
Exhibition in the Library**

### SPECIAL EVENTS

ANNEXE 1: for B: Criterion IV – Question 4.1.2

ANNEXE 2: for B: Criterion IV – Question 4.1.3

ANNEXE 2: for B: Criterion VI – Question 6.5.4

ANNEXE 3: for B: Criterion VI – Question 6.5.5

**ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE**

**MUMBAI – 50**

**[www.standrewscollege.ac.in](http://www.standrewscollege.ac.in)**