Best Practices of Sophia College Autonomous
2019 - 2020

1.   Cumulative Knowledge Building through Research based initiatives

The College administration has always given a lot of importance to research and has been encouraging staff and students to promote research. Undergraduate research is encouraged through the Excellence Programs in both Arts and Science. Research culture has gradually seeped into the system and evolved into one of the best practices today. There has been a remarkable progress with many staff not only getting in house grants but grants from outside sources to conduct research. This has not only enriched the researchers but has added on to the existing facilities of various laboratories. The DBT Star College grant and RUSA grant has helped to inculcate research culture amongst the under graduate students and has helped to bring in many new facilities in the science laboratories. Research has now transitioned to a level where staff, PG and UG students have not only presented their work as posters in College or as oral presentations and posters in conferences, they have also participated in Aavishkar, an intercollegiate research meet competition. The concerted focus on research resulted in the publication of SCRIBE (Science Chronicles in Research and Investigation Based Education) an in-house peer reviewed journal. The journal was a culmination of a long-felt need to encourage undergraduate as well as postgraduate students to nurture a scientific curiosity and inculcate the necessary skills for scientific writing. SCRIBE offered a platform for sharing scientific thoughts, ideas and experiments.

Encouraged by the mandate of Star College Scheme, feedback for activities conducted was sought; this has today has become an essential part of all the activities undertaken. The feedback helps the organizers to know the interest of the stake-holders and thus improve, organize and plan better giving scope for continuous quality improvement. Under the Faculty Improvement Program (FIP) staff are encouraged to pursue PhD research.

RBPT (Research Based Pedagogical Tools) workshops sponsored by DBT has not only trained many staff members but staff have been invited to participate in state level training also. This exposure has brought about a paradigm shift in pedagogy and motivates the students to become active learners.

2.   Robust Exam Systems

We therefore continued to work with a blend of internal assessment and semester-end examinations as integral elements in our evaluation. The examination committee has worked extremely hard to put systems in place and implement a programme that was both rigorous and realistic.

- Meetings were held to outline and plan the evaluation procedure
- Internal Assessment
- SEE
- Evaluation Procedure included providing three sets of question papers with an answer key, random selection of the paper for the exam, external moderation for all papers, entry of marks in MIS. The regulations regarding the procedure were passed by the Academic Council.
- MIS format was updated to accommodate additional data and make it more easily accessible, and cloud storage was introduced. Facilitated and assisted in the selection, installation and training for the new cloud-based ERP CCM. Online admissions and payment of fees were continued, and the potential of both MasterSoftware and Campusby were tapped during the time of the lockdown.
- Students could apply for reevaluation / re-external/ verification / photo copy
- A notice was put up on the day of declaration giving students 7 days to apply.
- Results were declared within stipulated 45 days from the end of SEE, both semesters.
- The committee met after the declaration of results at the end of each semester to review the procedures.
- ATKT exams were held once a year – within 90 days of declaring results.