



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

|   |  |  |
|---|--|--|
| <b>1. Name of the Institution</b>             |  | SOPHIA COLLEGE (AUTONOMOUS)            |
| Name of the head of the Institution           |  | Dr. Sr. Ananda Amritmahal              |
| Designation                                   |  | Principal                              |
| Does the Institution function from own campus |  | Yes                                    |
| Phone no/Alternate Phone no.                  |  | 02223512642                            |
| Mobile no.                                    |  | 9969305889                             |
| Registered Email                              |  | sophiacollegemumbai@gmail.com          |
| Alternate Email                               |  | admin@sophiacollege.edu.in             |
| Address                                       |  | Bhulabhai Deasi Road, Mumbai - 400026. |
| City/Town                                     |  | Mumbai                                 |
| State/UT                                      |  | Maharashtra                            |
| Pincode                                       |  | 400026                                 |
| <b>2. Institutional Status</b>                |  |  |

|   |                                |
|---|--------------------------------|
| Autonomous Status (Provide date of Conformant of Autonomous Status) | 18-Jul-2018                    |
| Type of Institution   | Women                          |
| Location  | Urban                          |
| Financial Status  | Self financed and grant-in-aid |
| Name of the IQAC co-ordinator/Director                              | Dr. Anagha Tendulkar Patil     |
| Phone no/Alternate Phone no.  | 02223523304                    |
| Mobile no.  | 9322253653                     |
| Registered Email  | iqac@sophiacollege.edu.in      |
| Alternate Email   | admin@sophiacollege.edu.in     |

### 3. Website Address

|  |   |
|--|---|
| Web-link of the AQAR: (Previous Academic Year) | <a href="https://sophiacollegemumbai.com/img/AQAR2018-2019.pdf">https://sophiacollegemumbai.com/img/AQAR2018-2019.pdf</a> |
|--|---|

### 4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:  
Weblink :

[https://sophiacollegemumbai.com/cal\\_2019.aspx](https://sophiacollegemumbai.com/cal_2019.aspx)

### 5. Accreditation Details

| Cycle | Grade | CGPA  | Year of Accreditation | Validity    |             |
|-------|-------|-------|-----------------------|-------------|-------------|
|       |       |       |                       | Period From | Period To   |
| 1     | A     | 88.00 | 2003                  | 21-Mar-2003 | 08-Mar-2009 |
| 2     | A     | 3.61  | 2009                  | 08-Mar-2009 | 07-Mar-2014 |
| 3     | A++   | 3.70  | 2015                  | 01-May-2015 | 04-Dec-2018 |
| 3     | A++   | 3.70  | 2018                  | 04-Dec-2018 | 31-Dec-2023 |

### 6. Date of Establishment of IQAC

24-Nov-2003

### 7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

| Item /Title of the quality initiative by IQAC                               | Date & Duration   | Number of participants/ beneficiaries |
|---|-------------------|---------------------------------------|
| Online Teaching Assessment Questionnaire                                    | 04-Mar-2020<br>12 | 1571                                  |
| Mentoring other colleges to prepare for NAAC under the program of PARAMARSH | 06-Aug-2019<br>1  | 7                                     |
| Induction program for new teaching staff                                    | 14-Oct-2019<br>1  | 8                                     |
| Add on Credit Course  | 01-Jun-2019<br>33 | 283                                   |
| Staff Enrichment Program  | 05-Oct-2019<br>2  | 55                                    |
| SWAYAM  | 30-Dec-2019<br>6  | 5                                     |
| Session on MIS for Admin Office Staff                                       | 13-Sep-2019<br>1  | 10                                    |
| Workshop on Understanding assessment and evaluation                         | 05-Oct-2019<br>1  | 25                                    |
| Session on Cyber Security   | 19-Nov-2019<br>1  | 900                                   |
| Conference by IQAC and Physics Department - Frontiers in science            | 14-Dec-2019<br>1  | 200                                   |
| <a href="#">View File</a>   |                   |                                       |

**8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/ Faculty | Scheme   | Funding Agency | Year of award with duration | Amount   |
|---------------------------------|--|----------------|-----------------------------|----------|
| Science Departments             | Star College   | DBT            | 2016<br>1095                | 4700000  |
| Sophia College Autonomous       | Enhancing Quality and Excellence In Select Autonomous Colleges | RUSA           | 2018<br>1825                | 50000000 |
| <a href="#">View File</a>       |  |                |                             |          |

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

2

|  |  |
|--|--|
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website   | Yes  |
| Upload the minutes of meeting and action taken report  | <a href="#">View File</a>  |
| <b>11. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | No   |
| <b>12. Significant contributions made by IQAC during the current year(maximum five bullets)</b>  |  |
| ? Paramarsh - Mentoring: Sophia IQAC mentored Byramjee Jeejeebhoy College, Charni Road to review the preparedness of the college with regard to SSR filling for NAAC Accreditation.  |  |
| ? Organized workshops and webinars for staff and students. These included: <ul style="list-style-type: none"> <li>o Session on MIS for Admin Office Staff.</li> <li>o Staff Enrichment Session.</li> <li>o An induction programme for new staff.</li> <li>o A workshop on understanding Assessment and Evaluation processes for all senior college teachers</li> <li>o Workshops on Cyber security and cyber security open to staff and students.</li> <li>o Exhibition of the Film: Nibhritochari and Interaction Programme: Film Maker and Director Sourav Sarkar.</li> <li>o Workshop/session on Optimal use of Google Classroom.</li> <li>o Webinar on "Cyber awareness and Security for Academicians in the New Normal".</li> <li>o Webinar on "Stress Management".</li> <li>o A session on "What Lies Ahead".</li> </ul> |  |
| ? FEEDBACK: The new feedback formats for students, teachers, non-teaching staff, parents and alumnae are being prepared. The Exit Feedback in the form of TAQ is obtained from the FY, SY & TY students via Google form.   |  |
| ? Planning and execution of Additional Credits System. Helped in collecting data for sending reports to RUSA, NIRF and other agencies e.g. India Today.  |  |
| ? Upgraded Website: Coordinated with various departments and the web designer to update the website, as information had to be changed after Autonomy was granted. Coordinated with the web designer at every stage of online admission. Though there were difficulties here, as the website was hacked twice. In the coming year, it is planned to revamp the website completely so as to make it more attractive, interactive and viewer-friendly.  |  |
| <a href="#">View File</a>  |  |
| <b>13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year</b>   |  |
| Plan of Action   | Achivements/Outcomes   |
| E-Cell   | Head start - The Start- up in You - An E - Cell Activity at Sophia College (2019 - 2020) "Head start - The Start-up in You" was a follow up of the |

|  |  |
|--|--|
|  | <p>launch of the Entrepreneurship Cell and Skills Hub of Sophia College (Autonomous), supported by RUSA. It aimed at evoking the entrepreneur in the participants to aid them in their journey to become successful entrepreneurs. The event was held on 13th September, 2019 in the Convention Center during the Kaleidoscope week. In the first part of the event, Mr. Amrit Om Nayak, Co- Founder and CEO Indra Water &amp; Rashi Nangalia, Founder and CEO, Rashi Nangaliaa shared their entrepreneurial journey which was followed up by an active and Q&amp;A session. 149 students had registered online. 124 students along with many staff members attended the session and feedback forms were filled up by 94 students. In the second part of the event the participants were asked to design a creative logo for the Sophia College E - Cell and write a tagline for the same. 72 students designed logos and 20 students wrote taglines. Ms Lavanya Varadrajan was the judge for this creative event.</p> |
| <p>Trainings sessions for the administrative staff, in record maintenance and MIS.</p> | <p>The session was conducted on 13th September 2019, by Mr. Ravi Shukla to solve the indepth queries of the Admin Office Staff regarding the MIS Software. Training was facilitated to use MIS Software in day to day work. Topics like fee collection, generating consolidated reports, attendance module was explained.</p>  |
| <p>Conducted in-house, local and national conferences, seminars and workshops</p>      | <p>WORKSHOPS, SEMINARS/WEBINARS, CONFERENCES GUEST LECTURES: 1. BSc IT Department: a) Workshop on Ethical Hacking on 6th February 2020. b) Seminar on Artificial Intelligence Machine Learning. c) Demand for Digital Media. 2. BMM Department: a) Workshop on Advanced Computer Skills Workshop 22nd June 2019 b) Workshop on Creative Expression through Theatre and Performance Workshop on 16th July 2019. 3. History Department: a) Workshop on Resilience with Counselling Centre on 21st September 2019. b) International conference (with English Department and LitLive) on 'Mythology in Indian Culture, Literature and Art' on 30th 31st January 2020. c) A talk on Archaeology. d) Sarmaya Foundation: Our work and internships. e) Minimalist Lifestyle. f) 'Myth and History' g) The</p>   |

Aroon Tikekar Lecture with Asiatic Society, on 'Bombay History and Architecture'. h)

Ananya:Lecture demonstration on NatyaYoga

4. Chemistry Department: a) A two day RUSA sponsored workshop on 'Percolating Newer Teaching Trends to the classroom: An exposure to contemporary teaching pedagogies and effective paper setting strategies ' organized by Department of chemistry Sophia College in collaboration with Jai Hind College and St Xavier's College on 6th 7th March 2020. b) Opportunities After BSc and MSc. c) 'Role of catalysts in Green Chemistry Revolution' in collaboration with IWSA. d) 'Health Impact of Social Media' by Dr. Mukesh Gupta. e) 'Today's readers are tomorrow's leaders' by Dr. Anand Shethi.

5. Microbiology Department: a) Seminar on Nanotechnology by Deepa Khuslani, Scientist TIFR on 30th August 2019. b) Online Scientific writing workshop on 12th and 13th May 2020 in two sessions. Session 1 Creative and Academic Writing, Session 2 Research paper/ Report writing this was an interdepartmental activity in collaboration with the Life Science department. c) Seminar on Career options in Medical Laboratory Technology by Ruzbeh Mowdawala Coordinator DCA, Sophia College, and Prina Shah on 26th July 2019. d) Seminar on Nanotechnology by Deepa Khuslani, Scientist TIFR, on 30 th August 2019.

6. Economics Department: a) Workshop on Natya Yoga on 28th February 2020 b) Seminar on 'Contemporary Issues in Economics' organised on 29th February 2020. c) Webinar in collaboration with Meghanad Desai Academy of Economics (MDAE), for Sophia College Economics students on the topic "Role of Data Analytics in Economics" by Dr Sandhya Krishnana on 17th April 2020.

7. Zoology Department: a) Workshop on M.Sc. Semester I - Practical II Revised Syllabus of Zoology as prescribed by University of Mumbai with effect from the Academic Year 20192020 on 30th September 2019. b) Seminar on M.Sc. PART II SYLLABUS WORKSHOP PEER REVIEW OF ZOOLOGY TEXTBOOKS OF SEM.I, III V on 15th February 2020. c) Ananya Activity 'Understanding Indian

|  |   |
|--|---|
|  | Constitution and India As A Secular Nation'   |
| Conducted in-house, local and national conferences, seminars and workshops | <p>8. English Department: a) Workshop on Getting Published by Ms Nikita Rana on 28th February 2020. b) Talk on "Gender and Fandom' for the Gender Studies Certificate Course designed by St. Andrew's College from JulySeptember, 2019. 9. Mathematics and Statistics Department: a) Workshop on Mathematics in Origami on 9th December 2019. b) Legal Careers -Adv. Vrinda Daga, Director, V R Law and Exstudent. c) Applications of Mathematics and Statistics in Biology by Ms. Moledina Rahat, SaaS Expert. 10. Psychology Department: a) Workshop on Music Mind: Mental Health Awareness Session 19th October 2019 11) Life Science Department: a) Workshop on The Cell and Time on 20th December 2019. b) Seminar on :(i) 18th Annual SophiaNobel Oration on 22nd February 2020. (ii) Climate Change, Oceans and Its Impact on Mumbai on 26th February 2020. (iii) The Relevance of Gandhi in 21st Century on 18th January 2020. (iv) Science Day: Stem Cells: a doubleedge sword on 28th February 2020 (v) XIII Annual Khandala Seminar on 24th August 2019. (vi) Surrogacy on 23rd August 2019. 12) Physics Department: a) Webinar on Frontiers in science on 14th December 2019.</p> |
| Mentoring  | <p>1. PARAMARSH On 6th August 2019 the IQAC Consultant, Mrs. Master and IQAC Coordinator, Dr. Anagha Tendulkar visited The Byramjee Jeejeebhoy College, Charni Road to review the preparedness of the college with regard to SSR filling for NAAC Accreditation. This was followed by telephonic interactions. 2. They were asked by the State Government to mentor Maharshi Karve Model Degree College, set up by the government in the rural section of Maharashtra, viz. Shrivardhan, Raigad Dt. As mentors they would be expected to accompany them through efforts to enhance pedagogical skills and assessment processes, as well as help them develop their academic programme to facilitate skilldevelopment and exposure to a wider range of experiences for the students. Initial plans had been drawn up and a preliminary visit to the college was</p>  |

planned, when the lockdown was imposed. The plans are currently on hold.

Collaboration with foreign universities

A number of opportunities for collaboration, both nationally and internationally. The College was visited by representatives from Temple University, Philadelphia, St John's University, NY, and Loyola University, Chicago - all with proposals for various forms of collaboration which offered the staff and students of the College for various possibilities for exchange, collaborative teaching and research, further studies etc. Closer home, the college works closely with the other autonomous colleges in the city and the country, sharing insights and experiences for our mutual benefit.

SWAYAM

SWAYAM was initiated in Sophia from academic year 2019 - 2020. Five students did six courses from 30th December 2019 to 17th January 2020.

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14. Whether AQAR was placed before statutory body ?

Yes

| Name of Statutory Body | Meeting Date |
|------------------------|--------------|
| Governing Body         | 18-Oct-2022  |

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

30-Mar-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

The Examination Management Module The main modules of the Management Information System used by the college are for admission and exams. The exam module allows the college to complete all the formalities through the software. Broadly they can be separated into the preexam preparation and post



exam reports. Prior to the commencement of exam the system permits to:

- Activate a new Exam Session (for respective semester exam)
- Register students for new session/semester
- Check and update paper titles (following syllabi revision)
- Check student subject allotment
- Create New User ID for Staff (whenever required) and allot papers to respective teachers
- Generate Hall tickets. Send hall tickets to students on their App.

Following the conduct of the exam, the post exam related work includes:

- Allowing staff to enter marks for their respective papers
- Generate Lock/Unlock Marks Entry Report
- In case of any errors noticed later the marks are unlocked after the concerned staff puts in an official request and with permission of the Controller of Exams.
- Creation of Resolution Report (for teacher gracing)
- Result processing involves four steps 1) Marks Processing 2) Gracing 3) Grading 4) Result Process
- Gracing includes Teacher Gracing as per college rules and University Gracing and LD Gracing and NSS and Sports extra marks.
- Final publishing of the report and generation of the report of marks
- Sending SMS/Notification to students through the MIS app
- Checking of Final marksheets (PRN no, Name of the Student, Subject Codes, Subject Titles, Teacher Gracing, University Gracing SGPA/CGPA)
- Final Printing of the Marksheets

In addition to the regular exam the MIS software is also used for the ATKT exams which include the following:

- Preparation of the list of unsuccessful candidates after the results are declared, which are sent to the respective Vice Principal Coordinators.
- Inform students to fill out online forms and pay fees through the system (the system informs the student exactly which ATKT they need to apply for).
- Registering of students who have paid the fees for ATKT session on the portal
- Generation of Hall tickets
- After completion of the exam the ATKT marks are received from the teachers through email on the same sheet where the teachers were provided lists of students appearing for each paper
- ATKT marks are entered on the portal
- Generation of Resolution

Report (for teacher grading) •  
Application of Teacher Grading (for respective semester exam) Admission: The form has been created as per the requirement of the college however, it has not been completely customized. The system collects the data required for the attendance registers and for the university submissions.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

| Name of Programme         | Programme Code                    | Programme Specialization | Date of Revision |
|---------------------------|-----------------------------------|--------------------------|------------------|
| Nil                       | Data entered in the file attached | Nil                      | Nil              |
| <a href="#">View File</a> |                                   |                          |                  |

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

| Programme with Code       | Programme Specialization          | Date of Introduction | Course with Code | Date of Introduction |
|---------------------------|-----------------------------------|----------------------|------------------|----------------------|
| Nil                       | Data entered in the file attached | Nil                  | Nil              | Nil                  |
| <a href="#">View File</a> |                                   |                      |                  |                      |

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course  | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| Nil               | NIL                      | Nil                   |
| No file uploaded. |                          |                       |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BA                               | Economics                | 01/06/2016  |
| BA                               | Education                | 01/06/2016  |
| BA                               | English                  | 01/06/2016  |
| BA                               | French                   | 01/06/2016  |
| BA                               | Hindi                    | 01/06/2016  |
| BA                               | History                  | 01/06/2016  |
| BA                               | Philosophy               | 01/06/2016  |
| BA                               | Political Science        | 01/06/2016  |
| BA                               | Psychology               | 01/06/2016  |

|                 |                          |            |
|-----------------|--------------------------|------------|
| BA              | Sociology                | 01/06/2016 |
| BSc             | Biochemistry             | 01/06/2016 |
| BSc             | Chemistry                | 01/06/2016 |
| BSc             | Life Science             | 01/06/2016 |
| BSc             | Mathematics & Statistics | 01/06/2016 |
| BSc             | Microbiology             | 01/06/2016 |
| BSc             | Physics                  | 01/06/2016 |
| BSc             | Zoology                  | 01/06/2016 |
| BSc             | Information Technology   | 01/06/2016 |
| BA (Journalism) | Journalism & Advertising | 01/06/2016 |
| MSc             | Life Science             | 01/06/2016 |
| MSc             | Microbiology             | 01/06/2016 |
| MSc             | Biochemistry             | 01/06/2016 |
| MSc             | Analytical Chemistry     | 01/06/2016 |

### 1.3 – Curriculum Enrichment

#### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses               | Date of Introduction | Number of Students Enrolled |
|-----------------------------------|----------------------|-----------------------------|
| Data entered in the file attached | Nil                  | Nil                         |
| <a href="#">View File</a>         |                      |                             |

#### 1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title   | Programme Specialization          | No. of students enrolled for Field Projects / Internships |
|---------------------------|-----------------------------------|---|
| Nil                       | Data entered in the file attached | Nil   |
| <a href="#">View File</a> |                                   |   |

### 1.4 – Feedback System

#### 1.4.1 – Whether structured feedback received from all the stakeholders.

|           |     |
|-----------|-----|
| Students  | Yes |
| Teachers  | No  |
| Employers | No  |
| Alumni    | Yes |
| Parents   | Yes |

#### 1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained  |
|--|
| IQAC continued the practice of collecting learning- centered feedback this year as well. Feedback was collected through Google Forms and the questionnaires were intended to comprehensively cover all aspects of the teaching - learning process. Forms for collecting students' feedback, parents' feedback, and alumni feedback were circulated. Student Satisfaction Survey and Teacher Assessment |

Questionnaire (TAQ) too were utilized in the academic year 2019-2020. This year, the Teaching Assessment Questionnaires sought students' feedback about the teachers' effective use of teaching methodologies, the coverage of syllabus, their response to students' queries and doubts, their expertise in the subject matter, their communication skills, their availability mentorship outside lectures, examination systems, and, assessment and feedback processes. They also covered a teacher's ability to make learnings relevant to contemporary social experience, and the ways through which a teacher sustained interest in the paper while also maintaining academic rigor and discipline. The feedback is collected and analyzed with feedback from previous semesters. With the aim of further improving the teaching -learning process, the feedback was shared with concerned faculty by the Principal, improvements were suggested and implemented accordingly. This year we received 1571 responses were received in the above-mentioned areas. This year, Sophia College Ex-Students Association (SCESA), along with IQAC, designed a feedback questionnaire which was emailed to the alumni. From the responses received, most indicated that the teaching methods had helped them understand the subject. This year, the feedback was also collected from the parents. It too focused on the teaching- learning process, their view on their ward's personal, intellectual and professional growth, their personal interactions with the teachers and the infrastructure of the premises. This helped the institution in understanding the perspective of the parents on the pedagogic and infrastructural facets of the institution. The parameters included their Interaction with the Principal, Vice Principals, and the Head of the Departments / Coordinators, subject teachers, the staff at the administrative office, college fees, and college facilities like the canteen, gymnasium and sports. It also covered processes like teaching- learning, admission, examination and declaration of results. While it sought their review of the syllabus, it also focused on extra-curricular activities. Lastly, it solicited parents' view on the overall growth of their ward in college. The responses in all categories ranged from satisfactory to extremely satisfactory. A few respondents were unable to comment across all categories, but largely the response number was satisfactory. Even though the dissatisfaction expressed in certain categories was extremely low, these aspects were not ignored and a review of all the aspects was duly done.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

| Name of the Programme     | Programme Specialization          | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|-----------------------------------|---------------------------|--------------------------------|-------------------|
| Nil                       | Data entered in the file attached | Nil                       | Nil                            | Nil               |
| <a href="#">View File</a> |                                   |                           |                                |                   |

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2019 | 1719  | 69  | 40  | 9   | 49   |

## 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 68                         | 50  | 385                               | 32                               | 0                          | 16                              |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The system of mentoring is an important aspect of the institution's perspective and focus on the teaching-learning process. This year, academic mentoring was made available to students through many ways. It was not only to help weaker students perform better in examinations, but also provided to many others who were seeking to improve areas of their learning in a focused manner. Peer-teaching proved very useful in this regard. Not only did it help the students who were seeking to improve their subject knowledge and performance in exams, it also helped the student-mentors to experience the learning process from a new position and perspective. It improved their time management skills, communication skills and leadership qualities. It created and nurtured an environment of compassion and sensitivity. This affirmative practice was followed by many departments. The Biochemistry department followed it in a systematic manner. The post graduate students from QA helped the SYBA students who were studying Nutrition and Dietetics – peer teaching them for a topic in their syllabus. Students from M.Sc. part II also helped the first-year students through peer interactions and presentations. The mentorship system was mutually beneficial to both sets of students. To the mentees it provided a space where they could focus on their shortcomings and improve them, to the mentors a space where they could sharpen their pedagogical aptitude and skills. The Hindi department too has integrated one-to-one peer mentoring as a part of regular teaching practice. Additionally, the department also conducts Saral Hindi classes to remedy difficulties faced by those students who are not confident enough in spoken and written forms of the Hindi language. Teachers from the Hindi department took classes for a Bridge course designed by the Hindi Prachar Sabha. In their efforts to customize the teaching-learning process to students' needs, the History department, in collaboration with the counselling center conducted a workshop on Emotional Resilience. The English department continued with the practice of Contact groups for TYBA students to provide them a space outside the workings of the daily lectures and help them find solutions to any challenges they face in the third year. A member of the department is assigned to each group and lessons and exercises are customized to suit students' needs. The department of Life Sciences, had their PG students had conduct several sessions for underperforming SY and TY students. The first session included an interactive one in which the seniors got to know the students and their problems. The subsequent sessions focused on specific topics. A regular record of this process was kept. Such programs and practices followed by the arts and science departments of Sophia College reflect the larger institutional concern and care for the diversity that comes to this institution and its sensitivity to everyone's learning and growth.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 1788   | 68                          | 1 : 26                |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 51                          | 41                      | 10               | 0  | 26                       |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from | Designation | Name of the award, fellowship, received from |
|---------------|--|-------------|--|
|---------------|--|-------------|--|

|                           |  |                        |   |
|---------------------------|--|------------------------|---|
|                           | state level, national level, international level                         |                        | Government or recognized bodies                                 |
| 2019                      | Dr. Roshan DSouza<br>- for D.D. Kosambi<br>Teacher Mentor<br>Award -2019 | Associate<br>Professor | Homi Bhabha<br>Centre for Science<br>Education (TIFR) -<br>CUBE |
| <a href="#">View File</a> |  |                        |   |

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name            | Programme Code                    | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|-----------------------------------|----------------|--|---|
| Nil                       | Data entered in the file attached | Nil            | Nil  | Nil   |
| <a href="#">View File</a> |                                   |                |  |   |

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
|---|--|------------|
| 0   | 3518   | 0          |

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://sophiacollegemumbai.com/Degree%20College1.aspx?pid=12&cid=53>

2.6.2 – Pass percentage of students

| Programme Code            | Programme Name | Programme Specialization          | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---------------------------|----------------|-----------------------------------|---|---|-----------------|
| Nil                       | Nil            | Data entered in the file attached | Nil   | Nil   | Nil             |
| <a href="#">View File</a> |                |                                   |   |   |                 |

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[https://sophiacollegemumbai.com/img/Student%20Satisfaction%20Survey%20Report%20\(2019%20-%202020\).pdf](https://sophiacollegemumbai.com/img/Student%20Satisfaction%20Survey%20Report%20(2019%20-%202020).pdf)

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

|                           |
|---------------------------|
| No                        |
| <a href="#">View File</a> |

3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

| Type              | Name of the teacher awarded the fellowship | Name of the award | Date of award | Awarding agency |
|-------------------|--|-------------------|---------------|-----------------|
| Nill              | NIL  | NIL               | Nill          | Nill            |
| No file uploaded. |  |                   |               |                 |

**3.2 – Resource Mobilization for Research**

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project     | Duration | Name of the funding agency        | Total grant sanctioned | Amount received during the year |
|---------------------------|----------|-----------------------------------|------------------------|---------------------------------|
| Nill                      | Nill     | Data entered in the file attached | Nill                   | Nill                            |
| <a href="#">View File</a> |          |                                   |                        |                                 |

3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

|    |
|----|
| 13 |
|----|

**3.3 – Innovation Ecosystem**

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---------------------------|-------------------|------|
| NIL                       | NIL               | Nill |
| No file uploaded.         |                   |      |

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| NIL                     | NIL             | NIL             | Nill          | NIL      |
| No file uploaded.       |                 |                 |               |          |

3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| NIL               | NIL  | NIL          | Nill                 | Nill               | Nill                 |
| No file uploaded. |      |              |                      |                    |                      |

**3.4 – Research Publications and Awards**

3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| NIL                    | 0                       |

3.4.2 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|------|------------|-----------------------|--------------------------------|
|------|------------|-----------------------|--------------------------------|

|                           |                                   |     |     |
|---------------------------|-----------------------------------|-----|-----|
| Nil                       | Data entered in the file attached | Nil | Nil |
| <a href="#">View File</a> |                                   |     |     |

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

|                                   |                       |
|-----------------------------------|-----------------------|
| Department                        | Number of Publication |
| Data entered in the file attached | Nil                   |
| <a href="#">View File</a>         |                       |

3.4.4 – Patents published/awarded during the year

|                   |               |               |               |
|-------------------|---------------|---------------|---------------|
| Patent Details    | Patent status | Patent Number | Date of Award |
| NIL               | Nil           | Nil           | Nil           |
| No file uploaded. |               |               |               |

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NIL                | NIL            | NIL              | Nil                 | Nil            | Nil   | Nil   |
| No file uploaded.  |                |                  |                     |                |   |   |

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NIL                | NIL            | NIL              | Nil                 | Nil     | Nil   | Nil   |
| No file uploaded.  |                |                  |                     |         |   |   |

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

|                                    |               |          |       |       |
|------------------------------------|---------------|----------|-------|-------|
| Number of Faculty                  | International | National | State | Local |
| No Data Entered/Not Applicable !!! |               |          |       |       |
| <a href="#">View File</a>          |               |          |       |       |

### 3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

|                                     |                             |                              |                                      |
|-------------------------------------|-----------------------------|------------------------------|--------------------------------------|
| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
| NIL                                 | NIL                         | NIL                          | 0                                    |
| No file uploaded.                   |                             |                              |                                      |

3.5.2 – Revenue generated from Corporate Training by the institution during the year

|                                     |                        |                           |                                      |                    |
|-------------------------------------|------------------------|---------------------------|--------------------------------------|--------------------|
| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
| NIL                                 | NIL                    | Nil                       | Nil                                  | Nil                |



No file uploaded.

### 3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities              | Organising unit/agency/<br>collaborating agency | Number of teachers<br>participated in such<br>activities | Number of students<br>participated in such<br>activities |
|--------------------------------------|---|--|--|
| Data entered in<br>the file attached | Nil   | Nil  | Nil  |
| <a href="#">View File</a>            |   |  |  |

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity                              | Award/Recognition                                    | Awarding Bodies  | Number of students<br>Benefited |
|---|--|--|---------------------------------|
| Meatless Day<br>Competition                       | 3rd Rank   | KC COLLEGE<br>CHURCHGATE (Mumbai<br>University level<br>Competition) | 300                             |
| DIY Adventure                                     | 2nd Prize  | UTTUNG FEST -<br>PODAR COLLEGE OF<br>COMMERCE AND<br>ECONOMICS       | 500                             |
| Cooking<br>Competition Under<br>The Oriya Project | Acknowledged   | ACKNOWLEDGED BY<br>MAHARASHTRA PRESS<br>BUREAU                       | 50                              |
| State Level Camp                                  | Maitri Gada won<br>the title of<br>'Laughing Buddha' | State level Camp<br>organised by Mumbai<br>University NSS cell       | 50                              |
| Sankalp Poetry<br>Competition                     | 2nd prize to an<br>FYBA Volunteer                    | Lala Lajpat Rai<br>College (<br>University level<br>Competition)     | 35                              |
| No file uploaded.                                 |  |  |                                 |

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme        | Organising unit/Agency/<br>collaborating<br>agency | Name of the activity | Number of teachers<br>participated in such<br>activities | Number of students<br>participated in such<br>activities |
|---------------------------|--|----------------------|--|--|
|                           | Data entered<br>in the file<br>attached            | Nil                  | Nil  | Nil  |
| <a href="#">View File</a> |  |                      |  |  |

### 3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity                  | Participant | Source of financial support | Duration |
|-------------------------------------|-------------|-----------------------------|----------|
| Russian Culture<br>Exchange Program | 21          | NIL                         | 1        |

|  |   |   |    |
|--|---|---|----|
| CASI Maha Model<br>United Nations 2019             | 7 | NIL   | 2  |
| Solidarity<br>Student Exchange<br>Programme (SSEP) | 8 | Rashtriya<br>Uchcharat Shiksha<br>Abhiyan (RUSA)<br>Sophia College,<br>Autonomous | 14 |
| IASC-INSA-NASI<br>Summer research<br>program       | 1 | IASC-INSA-NASI  | 30 |
| <a href="#">View File</a>                          |   |   |    |

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage                 | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|-----------------------------------|----------------------|---|---------------|-------------|-------------|
| Data entered in the file attached | Nil                  | Nil   | Nil           | Nil         | Nil         |
| <a href="#">View File</a>         |                      |   |               |             |             |

3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

| Organisation                      | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-----------------------------------|--------------------|--------------------|---|
| Data entered in the file attached | Nil                | Nil                | Nil   |
| <a href="#">View File</a>         |                    |                    |   |

## **CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 5000000  | 4910580  |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities                        | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Campus Area                       | Existing                |
| Class rooms                       | Existing                |
| Laboratories                      | Existing                |
| Seminar Halls                     | Existing                |
| Classrooms with LCD facilities    | Existing                |
| Seminar halls with ICT facilities | Existing                |

|                              |             |
|------------------------------|-------------|
| Classrooms with Wi-Fi OR LAN | Newly Added |
| Video Centre                 | Existing    |
| <a href="#">View File</a>    |             |

#### 4.2 – Library as a Learning Resource

##### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software  | Nature of automation (fully or partially) | Version | Year of automation |
|--|---|---------|--------------------|
| SLIM21 -Library Management Software<br>-Cataloguing System<br>-Article Indexing<br>-Circulation System<br>-Acquisition System<br>-Serials Control System -Web OPAC | Partially                                 | 3.6.0   | 2000               |

##### 4.2.2 – Library Services

| Library Service Type               | Existing | Newly Added | Total |
|------------------------------------|----------|-------------|-------|
| No Data Entered/Not Applicable !!! |          |             |       |
| <a href="#">View File</a>          |          |             |       |

##### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| NIL                 | NIL                | NIL                                   | Nil                         |
| No file uploaded.   |                    |                                       |                             |

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

| Type     | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------------|--------|
| Existing | 238             | 5            | 215      | 5                | 3                | 18     | 12          | 100                              | 136    |
| Added    | 15              | 0            | 12       | 0                | 0                | 2      | 0           | 100                              | 11     |
| Total    | 253             | 5            | 227      | 5                | 3                | 20     | 12          | 200                              | 147    |

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

|                |
|----------------|
| 100 MBPS/ GBPS |
|----------------|

##### 4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| NIL  | Nil  |

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 850000                                 | 8265096  | 6200000                                | 6165809  |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Sophia College building has a heritage structure and the college management ensures that it is maintained optimally. Maintenance and cleaning of classrooms, laboratories and administrative offices is done by regular staff and is not outsourced. 1. Science Laboratories Laboratory attendants along with the students ensure safe disposal of the experimental materials after use. All microbiological wastes are autoclaved before disposal. Fume hoods are provided in laboratories to protect from harmful gases. Broken glassware are sent for recycling. Microbiology laboratories are air conditioned and disinfected regularly. Equipment is serviced regularly and students are taught to follow the SOPs prepared. High end equipment purchased through common grants are kept in the Suman Tulsiani Research Centre and shared by all the departments. A centralized science store orders and stores the chemicals and ensures that gas pipelines are serviced and fire extinguishers are refilled regularly. There is a fire detection system set up in all the laboratories. 2. Library Books are dusted regularly. The library undergoes a regular pest control two to four times in a year. Stock verification is done annually. The card catalogue is maintained. There is regular updating of SLIM software, servicing of Photocopying machines, computers and updating of antivirus. 3. Gymkhana The gymkhana offers opportunities for students to play indoor and outdoor games. The Gymnasium has latest well-maintained equipment. The services of instructors and a nutritionist are included in the nominal fee. 4. Computer Centre The Computer Centre includes 4 air-conditioned laboratories. Internet facility to students is available at a nominal rate. An external service contract provides a technician who is stationed on the campus to resolve technical problems. The computers are installed with antivirus and serviced thrice a year. Log book is maintained. 5. Canteen and Coffee Shop A centrally-located canteen serves staff and student needs. The canteen is cleaned daily and regular pest control is carried out. There is a canteen committee made up of staff and students to address any complaints. 6. Book Shop and Facilitating Centre The bookshop caters to the multiple needs of students and staff. It was established to serve requirements within the campus. 7. Photocopy Counter Three photocopy counters are provided for all students and staff. Nominal charges encourage the students to use this facility. 8. Sophia Centre for Womens Studies and Development The Centre launched in 2001 has proved to be a stimulating and engaging centre with multidisciplinary activities happening throughout the year. It runs regular add-on courses for skill development of students. 9. J. N. Heredia Centre for Counselling The Centre provides free counselling to the students to promote their well-being and aid development into the best academic and social versions of themselves. Individual therapy sessions are voluntary. 10. Hostel Sophia College offers well-managed and clean hostel accommodation to about 105 outstation students. It is truly a home away from home, where each student receives personal attention and is encouraged to develop her academic and extracurricular skills. 11. Other Facilities Four spacious halls are available for co-curricular and extra-curricular activities.

[https://sophiacollegemumbai.com/facilities\\_new.aspx](https://sophiacollegemumbai.com/facilities_new.aspx)

**CRITERION V – STUDENT SUPPORT AND PROGRESSION**

## 5.1 – Student Support

### 5.1.1 – Scholarships and Financial Support

|                                      | Name/Title of the scheme          | Number of students | Amount in Rupees |
|--------------------------------------|-----------------------------------|--------------------|------------------|
| Financial Support from institution   | Data entered in the file attached | Nil                | Nil              |
| Financial Support from Other Sources |                                   |                    |                  |
| a) National                          | Nil                               | Nil                | Nil              |
| b) International                     | Nil                               | Nil                | Nil              |
| <a href="#">View File</a>            |                                   |                    |                  |

### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved  |
|---|------------------------|-----------------------------|--|
| Remedial Teaching Bridge Course           | 08/08/2019             | 22                          | Department of Hindi  |
| Contact Groups                            | 01/07/2019             | 28                          | Department of English  |
| International Yoga Day                    | 21/06/2019             | 350                         | Sophia College Gymkhana And Yoga trainer, Mrs. Anjali Joglekar |
| Remedial teaching                         | 29/07/2019             | 12                          | Department of Life Sciences                                    |
| Student Mentoring                         | 01/07/2019             | 60                          | Department of Chemistry  |
| Peer Teaching                             | 15/01/2020             | 89                          | Department of Biochemistry                                     |
| Group learning                            | 24/10/2019             | 37                          | Department of Biochemistry                                     |
| No file uploaded.                         |                        |                             |  |

### 5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year              | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|-------------------|--------------------|--|--|--|---------------------------|
| Nil               | NIL                | 0  | 0  | 0  | 0                         |
| No file uploaded. |                    |  |  |  |                           |

### 5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0                         | 0                              | 0   |

## 5.2 – Student Progression

### 5.2.1 – Details of campus placement during the year

| On campus                         |                                 |                           | Off campus                    |                                 |                           |
|-----------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited     | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Data entered in the file attached | Nil                             | Nil                       | Nil                           | Nil                             | Nil                       |
| <a href="#">View File</a>         |                                 |                           |                               |                                 |                           |

### 5.2.2 – Student progression to higher education in percentage during the year

| Year                      | Number of students enrolling into higher education | Programme graduated from          | Department graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|-----------------------------------|---------------------------|----------------------------|-------------------------------|
| Nil                       | Nil  | Data entered in the file attached | Nil                       | Nil                        | Nil                           |
| <a href="#">View File</a> |  |                                   |                           |                            |                               |

### 5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items                                     | Number of students selected/ qualifying |
|---|---|
| <b>No Data Entered/Not Applicable !!!</b> |   |
| <a href="#">View File</a>                 |   |

### 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity                          | Level | Number of Participants |
|-----------------------------------|-------|------------------------|
| Data entered in the file attached | Nil   | Nil                    |
| <a href="#">View File</a>         |       |                        |

## 5.3 – Student Participation and Activities

### 5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year                      | Name of the award/medal           | National/ International | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-----------------------------------|-------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| Nil                       | Data entered in the file attached | Nil                     | Nil                         | Nil                           | Nil               | Nil                 |
| <a href="#">View File</a> |                                   |                         |                             |                               |                   |                     |

### 5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The student council is known in Sophia as the College Union Committee (CUC). It is an elected body led by the Student Body President (SBP). Their duties

included helping the college to organize and a lot of duties to its member, who comprise of all elected club secretaries and class representatives. The CUC elects its Treasurer and General Secretary at the first meeting held at the beginning of the academic year. They hold briefing session before any event where their cooperation is needed, e.g. Orientation programme, Convocation Day, College Day. They form the contingent that welcome dignitaries to the college, They are also brief students through the class representatives, regarding club interviews, important events and other announcements. Meetings are held regularly, the first important one not only the election of the Treasurer and General Secretary, but also to read their constitution and familiarize the members with the rules they will have to abide by. The constitution also spells out the Composition and objectives of the CUC, the role of SBP, rules for election, formation of the Core Committee, rules pertaining to class representation and the formation of PRISM, the cultural body of the college. Meetings are held to discuss preparations for College Day where the theme date and rules regarding song time limits, theatrical sets etc are announced. rehearsals for College Day are conducted after auditions. They also invite articles for the College Magazine from all classes and divisions. Sports Day timings and schedules are circulated to all classes through the class representatives to ensure better participation. Preparation for the Convocation includes briefing members on the duties allotted to them and instructions for class photographs are discussed with the graduating class of students. Two workshops were held during the academic year, one on Financial Planning and Investment and the other on C.V. building and resume writing. The CUC played an important role in reviving the placement cell. A team of six members were formed to help organize workshops and events based on career guidance. SBP and Cultural Secretaries are members of the College Development Council (CDC), the IQAC and Canteen Committee. The Placement Cell has 3 student members. The SBP was also part of the Grievance Redressal/Sexual Harassment/ Anti Ragging Committee. She was a member of the Academic Audit Committee. The Cultural Secretary was part of Extra-Curricular Activities Committee.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Established in 1945, The Sophia College Ex-Students/Ex-Staff Association (SCESA) has centres in Pune, Goa and Bengaluru. The Vision of SCESA is empowering women, and helping women network and bond together for a common good. SCESA will be an anchor for women working and supporting each other, will grow and expand in activity-based fellowship. SCESA Activities encompass: Remedial classes for the underprivileged, development skills for school/college dropouts, fund-raising for the mentally challenged and poverty- stricken, career guidance seminars for students. Sanitation and educational projects are carried out in the villages of Maharashtra. An important collaboration with the CUC of the college is Career Connections.

5.4.2 – No. of registered Alumni:

1451

5.4.3 – Alumni contribution during the year (in Rupees) :

233380

5.4.4 – Meetings/activities organized by Alumni Association :

Activities of Sophia College Ex-Students' Association in AY 2019 - 2020: 1. Cultural Programme On 6th July 2019, SCESA organized and supported an event in collaboration with the Ministry of Culture, Govt. Of India. Padma Shri Dr Soma

Ghosh held a folk music recital on Bhartiya Lok Sangeet at the A.V. Hall, Sophia College. 2. Coffee and Cake SCESA organized Coffee and Cake for the Teaching Staff of the College on 9th August 2019. The special guest on the occasion was Prof. Sushama Deo. 3. The Spirit of Sophia Awards In 2016, SCESA instituted The Spirit of Sophia Awards to honour the teaching and non-teaching staff of the College who have completed long years of service to Sophia College. This year twelve staff members received the awards. SCESA OUTREACH 4. E-Teach Program in Nareshwadi, Dahanu SCESA has been supporting a rural education project that involves teaching English to students of Grades I to IV of vernacular schools. SCESA sponsors the services of a facilitator who works with 22 schools in the Talasari district in the state of Maharashtra and an additional cluster of 15 schools at Ambeshwari. 5. Annual General Meeting The SCESA Annual General Meeting (AGM) for the year 2019 was held on 23rd November 2019. The AGM was followed by a talk by Ms. Apurva Purohit, President of "Jagran Group". She is the author of the national best seller "Lady You're Not a Man!" and recently launched "Lady, You're the Boss!" 6. Sugar and Spice Sugar and Spice, an initiative on wellness conducted five sessions between 3rd February to 17th February 2020, in Sophia College. The sessions were on Emotional Well Being, Dancing, Physiotherapy and Phone Technology. 7. Donation of Bedsheets Sr. Ancy from Shanti Avedna Sadan, a home for the terminally ill cancer patients needed bedsheets for patients that have oozing wounds. SCESA organized a "Donate your Bedsheets" drive. 8. SCESA Bazaar Yearly, at least four SCESA Bazaars are held. Nearly fifteen N.G.O's are given an opportunity to participate and promote their activities. The staff and students have an opportunity to shop for a cause.

## **CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Autonomy, granted to the college on 18th July, 2018, gave us a golden opportunity to revitalize our teaching-learning and administrative processes for the future years. Therefore, in 2019-20, with the aim of encouraging decentralization and participative management (as prescribed by the guidelines of autonomy), new practices were instituted in addition to the continuation of older and time-tested ones. To aid administrative effectiveness, the statutory bodies which were activated in 2018 and continued to operate in 2019-20 include Governing Body, Academic Council, Board of Studies, College Development Committee and Finance Committee. The non-Statutory committees which continue to operate in college effectively are the Planning and Evaluation Committee, Grievance Redressal Committee, Academic Audit Committee, Extra Curricular Committee. Representatives of students continue to be included in IQAC and CDC Committees. To aid curriculum revision that had begun in 2018, the proposed changes were implemented in a phased manner by departments in 2019. A review of pre-existing courses and programs was also systematically done. While remaining faithful to the rigors of each discipline the curriculum successfully reflected the demands of a changing world and the needs of our diverse student body. A crucial role in curriculum development and revision is played by our own Boards of Studies. The expertise of our teaching faculty is also recognized in academia as a number of our teaching faculty are on the Boards of Studies of other autonomous colleges and of the University of Mumbai. The college also instituted a committee for guiding departments conducting Add-on Courses, and a committee for tracking of Additional Credits was also set up in 2019. To evaluate the progress of various learning enhancement activities, a Learning Enhancement Program committee was too set up. To encourage students to acquire professional skills, an Entrepreneurship and Skills Hub was also set up in 2019. Finally, in order to ensure that students nurture their skills in a safe



environment a Committee against Caste based Discrimination was set up in addition to the previously instituted Anti-Ragging Committee, Grievance Redressal Committee and Committee against Sexual Harassment. After receiving the prestigious RUSA grant the college instituted committees, namely, RUSA Project, RUSA Project Monitoring and RUSA Purchase committees to ensure and supervise the utilization of funds for the betterment of the institution and its stakeholders. To facilitate effective exam process, the updated MIS format was used as effectively as before to accommodate additional data and make it more easily accessible. To encourage transparency in the examination processes, the option of revaluation / re-external/ verification / photo copy were continued. The institution also continued to use the upgraded cloud-based ERP CCM (Centralized Management System) which had modules like the Academic Management System to facilitate Online Registration, a Merit List generation system, an Online Fees Collection system and transfer to Tally. MIS is also used for smooth and error-free Examination Management and is designed to meet the needs of all the stakeholders of the college. The Annual Student's Management and Result Processing Module is designed to meet the needs of the college.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type          | Details   |
|------------------------|---|
| Curriculum Development | In a number of departments, the changes are being introduced in a phased manner, so as to ensure a smooth transition to the new syllabus over a period of time factoring in new developments, catering to the needs and profile of the students. And envisaging and revitalizing the teaching-learning processes over the next ten years. While each department has their own Boards of Studies, a number of the teaching faculty are on the Boards of Studies of other autonomous colleges and of the University of Mumbai. This also keeps one aware of new directions and changes in our subjects, while allowing us to contribute creatively and realistically to the development of each discipline. |
| Teaching and Learning  | A variety of methods are used to ensure that the experiential dimension is included at every stage. Field trips, experiments, internships, research projects, all seek to ensure that the interface with the external world is invoked, reflected upon and integrated. Mentoring and remedial programmes seek to address the problems of students and help them in different ways. While all the departments employ some form of these student support  |

services, a few have systematised their strategies and maintained clear records of these. This is of particular importance in the present scenario, shaped as it is by the pandemic. Necessarily, such mentoring will take place, initially at least, online. Teachers are striving to develop effective ways of making the mentoring a robust part of the Sophia experience.

Examination and Evaluation

Semester End Examination and Internal Assessment schedules were discussed and finalized at the commencement of each semester. All courses, irrespective of the number of students, were moderated as per University guidelines by external moderators. Answer keys were prepared and submitted by the faculty. Students requiring special help due to challenges were allowed to use a digital device, which was kept in the college and formatted before every exam. The answer paper was then printed out. BMM introduced an innovative new mode of assessment for their paper on Cinema in the form of experiential learning.

Research and Development

A Research Development Cell has been set up to promote and document research activities and to help researchers get relevant material. Five faculty members are registered Ph.D. guides. Many staff members have participated in local, state-level, national and international conferences. Some have presented papers which have subsequently been published. Research projects have also been undertaken by students as part of the EXSP and EXAP programmes. This experience enthuses the students and encourages them to push back the limits of their own capabilities and boundaries of their knowledge. Students also took part in Aavishkar, the intercollegiate research competition organised by Mumbai University.

Library, ICT and Physical Infrastructure / Instrumentation

The college website updated and upgraded in coordination with various departments and the web designer to update the information after Autonomy being granted. Paperless processes: Efforts to reduce use of paper and hard copies have been undertaken, however it is a slow process since it requires one to rethink the understanding of office-work and maintenance of records.

|   |  |
|---|--|
| <p>Human Resource Management</p>            | <p>A spirit of warmth, cooperation and mutual respect makes Sophia a nurturing work environment. Wellness in all its aspects- physical, mental and spiritual- is the focal point of many practices that are followed at Sophia, and of the activities that are conducted in it. Facilities like the canteen, the gym, a well-maintained central lawn and the chapel are accessible to both students and teachers. These spaces, away from the classroom, foster and nurture a camaraderie which is crucial to achieving a sense of both personal and professional satisfaction. The college also organizes activities aimed at personal and professional welfare of its staff, students and teachers.</p> <p>Regular meetings with staff and students are held in order to create a culture of cooperation and planning for both academic and administrative matters. For example, in 2019 a special workshop for non-teaching staff was organized aimed at upgrading their skills for managing lab equipment. Non-teaching staff and students are members of important bodies (IQAC and CDC), where they can share their opinions.</p> <p>Students are also given the responsibility to organize activities under clubs and associations.</p> |
| <p>Industry Interaction / Collaboration</p> | <p>The college was also fortunate in being offered a number of opportunities for collaboration, both nationally and internationally. The College was visited by representatives from Temple University, Philadelphia, St John's University, NY, and Loyola University, Chicago - all with proposals for various forms of collaboration which offered the staff and students various possibilities for exchange, collaborative teaching and research, further studies etc. The staff worked closely with other autonomous colleges in the city and the country, sharing insights and experiences to our mutual benefit. There is a focus for interaction with the industry through internships, trainings and placements.</p>   |
| <p>Admission of Students</p>                | <p>The existing MIS programme has been upgraded and a cloud-based ERP CCM (Centralized Management System) has been installed. It has the following modules: Academic Management System:</p>  |

that facilitates Online Registration, Merit list generation, Online fees collection and transfer to Tally. The admission online forms had to be customized as it needed to meet the specific requirements as an autonomous college. Change of subject can too be registered and attendance registers have been generated. Student Administration: Transcripts, transfer Certificates (TCs) and Leaving Certificate (LCs), Recommendations and Bonafide Certificates can be applied for online and payment for these services can be made online.

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area               | Details   |
|---------------------------------|---|
| <p>Planning and Development</p> | <p>Intimations of all Faculty meets, BOS, Academic Council and Governing are sent through mail. Attendance defaulters were intimated through bulk SMS using MIS software module. The entire teaching and non-teaching staff students have institutional log- in IDs (i.e. @sophia.edu.in) which enable them to connect with the institution and have a comprehensive educational and institutional arrangement. Social media like official Sophia College Whatsapp groups, Facebook, Instagram are also used for communication. The college communicates with the students using a website. Academic Calendar was also made available on the website.</p> |
| <p>Administration</p>           | <p>The Examination Management Module: The Annual Students Management and Result Processing Module is designed to meet the needs of the college. This module also generates ATKT Results under Autonomy. This module is in place, results, marksheets and progression reports are being generated.</p>   |
| <p>Finance and Accounts</p>     | <p>The accounts office uses the function Tally, for entering the cheque/cash payments, head wise and ledger wise. Receipts are generated and balance sheets obtained. The tally data are emailed to the Auditor, who checks the entries and finalizes the balance sheet. The Excel programme is used to prepare the budget. The FIMS Programme is used for generating utilization certificate and maintaining the accounts of the UGC grants. A separate account is maintained for RUSA grants.</p>   |

Being a grant-in-aid college the source of funds are student's fees and the State Government imbursement of Salary Grants from the UGC.

Student Admission and Support

Academic Management System that facilitates Online Registration, Merit list generation, Online fees collection and transfer to Tally. The admission online forms had to be customized as it needed to meet the specific requirements as an autonomous college. A number of subject combinations are offered and the software was designed to cater to this needs. Subject change can also be registered and attendance registers have been generated. Transcripts, transfer Certificates (TCs) and Leaving Certificate (LCs), Recommendations and Bonafide Certificates can be applied for online and payment for these services can be made online.

Examination

The Management Information System that the college has acquired permits most of the examination-related work to be done directly on the system portal. The benefits includes the onboarding of students as per their subject combinations. The staff teaching each course are assigned access to those courses and the marks entry happens directly on the portal. The system generates a resolution report and permits direct gracing. The results are declared and the students can access their individual marks on the app associated with this MIS system. The letters to college staff for appointments as paper setters and examiners are generated digitally. The exam remuneration is also sent to staff by NEFT.

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year              | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-----------------|--|--|-------------------|
| Nill              | NIL             | NIL  | NIL  | 0                 |
| No file uploaded. |                 |  |  |                   |

6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

| Year | Title of the | Title of the | From date | To Date | Number of | Number of |
|------|--------------|--------------|-----------|---------|-----------|-----------|
|------|--------------|--------------|-----------|---------|-----------|-----------|

|                           |   |  |     |     |                               |                                   |
|---------------------------|---|--|-----|-----|-------------------------------|-----------------------------------|
|                           | professional development programme organised for teaching staff | administrative training programme organised for non-teaching staff |     |     | participants (Teaching staff) | participants (non-teaching staff) |
| Nil                       | Data entered in the file attached                               | Nil  | Nil | Nil | Nil                           | Nil                               |
| <a href="#">View File</a> |   |  |     |     |                               |                                   |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|-----------|---------|----------|
| Data entered in the file attached               | Nil                             | Nil       | Nil     | Nil      |
| <a href="#">View File</a>                       |                                 |           |         |          |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching  |           | Non-teaching |           |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent    | Full Time |
| 0         | 0         | 0            | 0         |

6.3.5 – Welfare schemes for

| Teaching  | Non-teaching  | Students   |
|---|---|--|
| <p>1. Rotary Club Minor Research Scholarship, for a year. Total grants sanctioned Rs. 10,000/-.</p> <p>2. Dhandevi Mahindra Research Fellowship, for a year. Total grants sanctioned Rs. 60,000/-.</p> <p>3. Barbara Naidu Memorial Scholarship, for a year. Total grants sanctioned Rs. 10,000/-.</p> <p>4. Lobo Dubey Research Scholarship, for a year. Total grants sanctioned Rs. 20,000/-.</p> | <p>Symbal Fund Rs. 6,62,623/- Corpus: the interest may be drawn upon for assistance in cases of need.</p> | <p>Student Aid Fund: 1. Sr. Anita Horsey Fund Rs. 9,78,000/- 2. Student Aid Corpus Rs. 300,000/- 3. N.T. Amritmahal Prize and student aid fund Rs. 100,000/- 4. Dr. Meena Verma towards the Keshav and Daphne Verma Scholarship Fund Rs. 33,00,000/-</p> |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

As a grant-in-aid college the internal and external audit is undertaken following the government rules. Internal audit includes checking if GST and other payments are made on time. Data from the various sources e.g. receipts and payments, are also carefully checked. External audit is carried out by the auditor engaged by the College, who checks all the accounts, bills, vouchers,

statements and prepare and finalize the balance sheet. The salary payment is sent online to the Government staff. Management employees are paid through NEFT. Utilization certificates are certified by the auditor.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| Data entered in the file attached                        | Nil                           | Nil     |
| <a href="#">View File</a>                                |                               |         |

6.4.3 – Total corpus fund generated

|   |
|---|
| 0 |
|---|

## 6.5 – Internal Quality Assurance System

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

| Audit Type     | External |  | Internal |           |
|----------------|----------|--|----------|-----------|
|                | Yes/No   | Agency   | Yes/No   | Authority |
| Academic       | Yes      | The College formulated an External Audit Committee including 3 resource persons Dr Ashok Wadia (Jai Hind College), Dr Vivien Amonkar (formerly St Xavier's College) and Dr Vatsala Pai (Ruia College). | Nil      | Nil       |
| Administrative | No       | Nil  | No       | Nil       |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Parents are contacted frequently and are consulted in important policy decisions and they are invited to a part of the First Year Orientation Program, Annual Prize Distribution Day and Degree Conferring Ceremony etc.

6.5.3 – Development programmes for support staff (at least three)

Session on MIS for Admin Office Staff The session was conducted on 13th September 2019, by Mr. Ravi Shukla to solve the in-depth queries of the Admin Office Staff regarding the MIS Software. Training was facilitated to use MIS Software in day to day work. Topics like fee collection, generating consolidated reports, attendance module was explained. Workshop on upgrading the skills of our laboratory non-teaching staff The committee for Lab staff update had organized on Thu. 4th July, 2019 workshop based on upgrading the skills of our laboratory non-teaching staff. Resource Person : Dr. Hitesh Shingadia, Assistant Prof in Zoology, Mithibai College, Mumbai The theme of the workshop was centered around the following: Basic Principle of instruments used in an undergraduate laboratory, why do students perform experiments with these

instruments, Care of instruments such as - Colorimeter, pH meter, Microscope, Weighing balance- electronic monopan, Autoclave, Hot air oven, incubator, water bath. Also the importance of Good Laboratory Practices (GLP) from the view of UG labs was also covered. We also gave the certificates of participation to all the lab staff who attended - 4 Lab Assistants and 19 Lab attendants.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Paramarsh (Mentoring) - On 6th August 2019 the IQAC Consultant, Mrs. Master and IQAC Coordinator, Dr. Anagha Tendulkar visited The Byramjee Jeejeebhoy College, Charni Road to review the preparedness of the college with regard to SSR filling for NAAC Accreditation. This was followed by telephonic interactions. 2. Induction programme for newly/recently appointed teachers IQAC organized an induction programme for newly appointed staff members on 4-10-2019. Teachers appointed in the last six years attended this programme. Staff members from both streams Arts and Science attended this. A short activity was carried out in which participants were divided into pairs where they shared with each other the reason and the inspiration behind them becoming a teacher. Participants were asked to share this with everyone present. This was followed by a session by both the Vice-Principals who shared their experience at Sophia College and rules and regulations to be followed. They also discussed a few things related to teaching and the different roles of teacher. 3. Planning and execution of Additional Credits - Class wise all the students were briefed about the new Additional Credit System wherein they were explained the three types of credits which are as follows: (i) Extra-Curricular Credits (ECC) - which involved the cocurricular activities done by students like Kaleidoscope, sports, courses from Sophia Women Center, dancing, singing etc. (ii) Value-Added Course Credits (VACC) (iii) Social Outreach Credits (SOC) - are received by the student when they have completed their thirty hours service with any NGO. 4. MOU with Red Dot Foundation Sophia College (Autonomous) was selected by the Red Dot Foundation to collaborate on a 3-day workshop for Youth Leaders. This was so that the students could better understand the policies and laws associated with respect to Sexual Harassment, which would thereby allow them to create and lead through better awareness within their campus. 5. Workshop/session on Optimal use of Google Classroom This Staff enrichment programme was organized by IQAC, Sophia College (Autonomous) on 09-05-2020 to help staff members in exploring online teaching and pedagogical tools with online teaching to be adapted for the next semester due to COVID crisis.

6.5.5 – Internal Quality Assurance System Details

|  |     |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF               | Yes |
| c) ISO certification                   | No  |
| d) NBA or any other quality audit      | No  |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|------------------------------------|-------------------------|---------------|-------------|------------------------|
| Nil  | Data entered in the file attached  | Nil                     | Nil           | Nil         | Nil                    |

[View File](#)

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**



## 7.1 – Institutional Values and Social Responsibilities

### 7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme            | Period from | Period To  | Number of Participants |      |
|-----------------------------------|-------------|------------|------------------------|------|
|                                   |             |            | Female                 | Male |
| Understanding the LGBTQ Community | 04/12/2019  | 04/12/2019 | 57                     | 0    |
| Talk on Accessible Queer Spaces   | 21/12/2019  | 21/12/2019 | 20                     | 0    |
| LGBTQ+ Awareness Series           | 30/07/2019  | 30/07/2019 | 38                     | 0    |
| Queer Stories                     | 09/08/2019  | 09/08/2019 | 38                     | 0    |
| Sophia Queer Collective           | 21/09/2019  | 21/09/2019 | 40                     | 0    |
| Pre Pride Solidarity Gathering    | 01/02/2020  | 01/02/2020 | 20                     | 0    |

### 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

#### Percentage of power requirement of the University met by the renewable energy sources

One of the primary focus of Sophia College has been to inculcate environmental consciousness and sustainability amongst its stake holders. This approach encourages the staff and students to work towards Greening Sophia. A number of activities were organized during the year to create awareness by various student clubs through:

- Tree plantation drive in the locality
- Beach cleaning drive
- Campus cleaning drive
- Waste segregation and kitchen composting
- Anti-plastic campaign

A proactive staff member had tapped the industry which had resulted in:

- Setting up of solar panels of 15KWP on the terrace over the library through a generous contribution from Sunteck Realty Ltd. by the end of 2016 and early 2017.
- In June 2017, Mr Balram Yadav and Mr Nadir Godrej of Godrej Agrovet sanctioned a solar project of 64.02KWP( 12.8 KWP over the Science Building and 51.2 KWP over the main building). The project was executed in May - June 2018. The use of alternate renewable energy has sustained through the past two years. The College has benefitted after installation of the solar panels in terms of significant reduction of annual consumption of electricity units(approximately about 25 annually). The Net metering system installed helps to divert the excess daily energy harnessed as against the daily consumption, to The Brihanmumbai Electricity Supply and Transport Undertaking. This normally happens during the holidays and vacations, when the College is closed.

### 7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities             | Yes/No | Number of beneficiaries |
|-----------------------------|--------|-------------------------|
| Physical facilities         | Yes    | 1                       |
| Provision for lift          | Yes    | 1                       |
| Ramp/Rails                  | Yes    | 1                       |
| Braille Software/facilities | No     | 0                       |

|  |     |   |
|--|-----|---|
| Rest Rooms   | Yes | 1 |
| Scribes for examination                                  | Yes | 1 |
| Special skill development for differently abled students | No  | 0 |
| Any other similar facility                               | No  | 0 |

#### 7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative                | Issues addressed | Number of participating students and staff |
|------|--|--|------|----------|-----------------------------------|------------------|--|
| Nil  | Nil  | Nil  | Nil  | Nil      | Data entered in the file attached | Nil              | Nil  |

[View File](#)

#### 7.1.5 – Human Values and Professional Ethics

| Title            | Date of publication | Follow up(max 100 words)   |
|------------------|---------------------|--|
| College Handbook | 01/06/2019          | <p>Every year the college handbook contains the code of conduct for the students. The students are expected to read both the code of conduct and rules and regulations stated in the handbook. It covers dress code, ragging, permissions for excursions, the use of cell phones, proper use of the amenities given, self-service rules in the college canteen, littering and prohibition of consumption of food or beverages in class rooms, library, chapel and offices. As we are a government aided college, the staff have to adhere to the government rules (GR's) issued from time to time. This covers hours of work, leave and requirements for promotions.</p> |

### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity        | Duration From | Duration To | Number of participants |
|-----------------|---------------|-------------|------------------------|
| Peace Fortnight | 01/08/2019    | 15/08/2019  | 600                    |
| ANANYA          | 29/11/2019    | 29/02/2020  | 861                    |
| MUNSOPHICAL     | 10/01/2020    | 12/01/2020  | 200                    |

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### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Educational Goal 4 of Sophia College is: " To generate amongst students an awareness of women's issues, human rights and environmental issues so that they understand and respond constructively to these." With goal number four in mind the staff and students of the College endeavor/ strive towards making the campus eco- friendly. The various clubs of the College organized various activities to move forward towards a green Sophia. 1. Energy consumption - about 79 KWP solar panels harnesses solar energy and has been able to reduce the electric unit consumption annually by about 25 percent. 2. Water consumption - There was a conscious effort to reduce the usage of water in the wet laboratories. Students were encouraged to be frugal with water usage while performing experiments. 3. Chemical pollution - To reduce the usage of chemicals in the laboratory, the department of Chemistry has modified their experiments to semi micro analysis. 4. Waste management -100 Kg capacity Bio composter is in place to convert the biodegradable waste material generated daily into compost. The bio compost is used to enrich the garden soil of the College. The excess is distributed to the staff who want to use it. 5. E - waste management - An e - waste awareness session was followed by an e - waste collection drive. In the first effort about 5kgs were collected. The College was issued a green certificate by Eco Friend Industries. 6. Reducing use of plastics - The Canteen and the coffee shops were requested by the College Union Committee to reduce the use of plastics. The plastic cups, straws, spoons, food packaging materials were replaced by environment friendly materials. 7. Bisleri project was undertaken to encourage recycling of plastic. 8. Moving towards paperless functioning - The various departments are consciously trying to reduce the usage of paper for official documentation work. Students are encouraged and advised to reuse the posters of various college events by using both sides of the paper. 9. Clean campus - The College Union Committee members took up the role of campus cops and made the students aware of 'mission clean campus' to maintain the clean environment of the College.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

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 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. 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.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://sophiacollegemumbai.com/img/7%20%20Best%20Practices%20of%20Sophia%20College%20Autonomous.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

In pursuance of the theme of the year namely, "The Pursuit of Integrity with Excellence" our college worked to bring in more rigor in academic pursuit by focusing on revising the syllabus using the freedom that autonomy conferred to our institution to formulate our syllabi with special focus on the unique nature and needs of our students. Revision of syllabi was taken up by Board of Studies of various departments, namely Economics, Education, English, Communication Skills, Mass Communication, Foundation Course, Hindi, History, Philosophy, Pol Science, Psychology, Sociology, Mass Media, Chemistry, Life Science, Statistics and Mathematics, Microbiology, Zoology, Physics and IT. Excellence needed to happen with integrity. Hence, focus was placed on ensuring transparency and efficiency in the processes involved in admission, learning-teaching practices and assessment, to name a few areas of focus during the

academic year. MIS format was updated to accommodate additional data and make it more easily accessible, and cloud storage was introduced. Students could apply for revaluation / 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 both Semester end exams (SEE). New marksheets with additional security features were designed and introduced. Passing certificates for TYs were designed and introduced. Forms for Supervisor Reports/attendance, Staff Remuneration, Students reassessment, grievance was simplified. The committee met after the declaration of results at the end of each semester to review the procedures. ATKT of the SEE Exams were held once a year - within 90 days of declaring results. These measures and processes with checks and balances substantially improved quality. Another step undertaken was to revise existing feedback mechanism and create new ones which seemed would essentially aid quality in teaching learning and quality education in general. Feedback was taken in well prepared forms from various stakeholders including students (at entry and exit levels) and alumni about college via (College Assessment Questionnaire (CAQ) and Teaching learning (via Teacher Assessment Questionnaire (TAQ)). Further, quality could be also improved by participative decision making. With this aim in mind, inclusion of student representatives in important college Statutory Committees like College Development Cell (CDC) and Internal Quality Assurance Cell (IQAC) as well as on Non statutory committees like Anti-Ragging Committee and Student Grievance Redressal Committee. This has facilitated the process of strategic planning on the basis of student feedback and inclusion of new ideas from the student representatives who were part of these committees. It gave vent to evolving student friendly mechanisms and has enhanced student satisfaction considerably. Moreover, this participative approach has also been instrumental in strengthening the bonds of relationship between the student-teacher community in our college.

Provide the weblink of the institution

[https://sophiacollegemumbai.com/gernalinfo.aspx#googtrans\(en|en\)](https://sophiacollegemumbai.com/gernalinfo.aspx#googtrans(en|en))

## 8.Future Plans of Actions for Next Academic Year

• Health and well - being of the stake holders COVID 19 pandemic has taken its toll on the physical and psychological health of the staff and students. The profound sense of loss we experienced as the Sophia family at the loss of one of our most dearly loved faculty members, was just one part of this. A number of staff members and students lost close members of their families. Many students went into depression and needed professional help in coping with the stresses of the forced isolation and alienation coupled with the 24x7 togetherness with the family in small homes. No real interaction with peers and friends has made the college experience very different to the vibrant life that the campus used to offer. In the coming academic year a top priority will be given to health, fitness and happiness of the stake holders i.e. the staff and students. To achieve that seminars, workshops, webinars will be conducted to ensure physical and mental well- being of the stake holders. • Development of E content Creation of resource material for E - learning In view of the current scenario it is envisaged that creation of resource and E- Content for the subjects taught by various departments of the College would be of immense value both in the current situation and for use later. A major lacuna currently is lack of E-learning platforms like Virtual Labs, where learners can gain the experience of practical experimentation without any direct physical involvement or bench work. Each department will prepare videos of some experiments from their syllabus. It is also proposed that the SOPs created will be compiled into an E-manual and will be uploaded as a ready resource and reference. • LUCID an IQAC initiative It is proposed to initiate "LUCID- A Peer- Reviewed Research Journal" The general broad theme of the journal will be "The Globe on the move: Avenues for the Future". The

sub-themes/ subtopics may be from disciplines such as Research, Education, Teaching-learning, Philosophy and Ethics, Religion, Spirituality, Ecology, Economics, Politics, Psychology, Sociology, language, literature, Physical sciences regarding health and hygiene. Research papers will be invited from teachers across Universities, Colleges, and Research Institutes in India. • Strengthen the existing outreach program/ activities The Star College Scheme helped initiate outreach programs at a school at Rajgurunagar and also in Haloli, which is adopted by the NSS unit of the college where varied classroom activities, demonstration using simple experiments with hand - made models and some confidence boosting exercises were conducted. This experience drew enthusiastic response. It is planned to go to the next level and encourage the students to become facilitators of inquiry-based science learning. The mentoring would be done on a regular basis, by more frequent visits by groups of students. Online teaching tools will also be used to monitor and stay connected with the school students on a regular basis. It is also proposed to extend the programme to the community level and address issues like nutrition,