# SELF STUDY REPORT

## FOR

## 4th CYCLE OF ACCREDITATION

## SOPHIA COLLEGE FOR WOMEN

SOPHIA COLLEGE FOR WOMEN ( EMPOWERED AUTONOMOUS) BHULABHAI
DESAI ROAD
400026
www.sophiacollegemumbai.com

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Sophia College for Women (Empowered Autonomous) is a grant-in-aid institution, affiliated to University of Mumbai. Under Article 30(1) of the Constitution of India, the college is primarily for Christian minority students, but it admits everyone without discrimination, based on merit and other legal provisions. The institution is managed by the 'Society for the Higher Education of Women in India' (SHEWI Trust). Madeleine Sophie Barat founded the Religious Society of the Sacred Heart (RSCJ), France, in the year 1800. The Sisters came to India and established Sophia College in 1940 and was affiliated to the University of Mumbai in June 1941.

The college was first accredited by NAAC in 2003 with an 'A' grade with an overall institutional score of 88%. In 2009 it was reaccredited by NAAC and scored an 'A' grade with a CGPA of 3.61 on a scale of 4. In the 3rd cycle of accreditation, it was awarded an 'A++' grade with a CGPA of 3.70 on a four-point scale. The college was granted Autonomy on 18th July 2018.This has enabled the college to design curricular experiences and evaluation schemes for Undergraduate and Post graduate programmes, though the degrees continue to be awarded by Mumbai Vidyapeeth.

Currently, Sophia College for Women offers Bachelor degree programmes in Arts, Science, Strategic Communication & Journalism, and Information Technology. Post graduate programmes include MA in Gender Studies, MSc in Chemistry, Life Sciences and Microbiology; Postgraduate Diplomas in Quality Assurance in Food and Pharmaceutical Industries, Counselling and Safeguarding of Children & Senior Citizens; Diet, Nutrition and Fitness. Ph.D. in Applied Biology, Microbiology and Zoology. A core principle of the college is the persistent search for wisdom, through a comprehensive education that is relevant for the present as well as the future. Sophia College with its sprawling, and beautiful campus with rich diversity, should sufficiently motivate you to engage with, appreciate and benefit from its heterogeneity. An effort to get involved with the overall growth and well-being of our students is a goal that we strive towards; this being one means by which our educational vision is taken forward.

**Vision**

The VISION of the college is the empowerment of women through a holistic education which fosters independent thought and responsible action.

**Mission**

The MISSION of the College from its very inception has been to provide women with higher education of an excellent quality together with opportunities for self-growth through an academic experience combining curricular and extra-curricular activities.

To realize this mission, the college has envisaged seven educational goals ae follows:

1.To enable each student to develop one's full intellectual potential through a focused academic experience that is simultaneously rich, extensive and collaborative.

2 To offer students scope for critical thinking and discernment, leading to the development of value based convictions.

3 To help students develop a degree of self-reliance and determination to respond with courage and sensitivity to personal and social issues.

4 To generate among students an awareness of women's issues, human rights and environmental issues, so that they understand and respond constructively to these.

5 To sensitise students to look at the world from the perspective of the less privileged and to respond with concern and in a humane manner.

6 In the context of globalisation, to foster in students a sense of national identity that is secular and multicultural, with respect and tolerance of all cultures and religions.

7 To encourage Christian students to develop their religious convictions in an atmosphere of respect for other faiths and for each individual's personal beliefs.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

1. Proactive, cooperative, and visionary management
2. Providing education that empowers women in a safe environment that favors all-encompassing growth
3. Dedicated and qualified faculty
4. Cooperative administrative and support staff
5. Comprehensive and dynamic syllabi lending to local, national, regional and global development is a significant feature of the curricula
6. Received financial grants from prestigious government organizations: RUSA, DBT STAR Status, DST - WOS
7. Value added courses initiated from college departments
8. College has established NPTEL-SWAYAM Local Chapter (LC ID – 4001)
9. Excellent Infrastructure: Laboratories, Library, Sport facilities, Gymnasium, verdant campus, Audio-Visual rooms, Recording Studio, book shop, photocopying and printing facilities on campus
10. Accommodation facility for students as an on-campus hostel, Gurukul - Teaching staff quarters, Aashirwad – Non-teaching staff quarters
11. Regulated feedback mechanisms to ensure improvisation by action taken accordingly
12. Students are encouraged to participate in co and extra-curricular activities
13. College has made an effective use of academic autonomy to update and upgrade the curricula
14. Strong and vibrant NSS Unit of the college encourages the sustainable practices and promotes extension and outreach activities
15. Peer Pal and Mentor - mentee system for student support
16. Counseling centre with trained personnel
17. Sophia Irene Heredia Centre for Women's Studies and Development (SIHCWSD),

18. Clubs
19. Student organized Annual Inter-Collegiate Fest – Kaleidoscope and The Annual Theme based event - Ananya bring out the leadership qualities
20. The Institute has a well-defined research policy and the Research Advisory Committee and adherence to regulatory mechanism through Institutional Animal Ethics Committee registered with CCSEA and Institutional Biosafety Committee under DBT

## Institutional Weakness

1. Paucity of staff due to non-release of NOCs by the Government
2. Lack of stability and continuity in the departments due to ad-hoc staff
3. Limited Research engagement of teachers due to time constraints imposed by teaching and administrative responsibilities
4. Difficulty in   upkeep of the college infrastructure due to non-receipt of non-salary grant
5. Constraints to generate funds from alumnae
6. Limited industry-academia interface
7. Unable to generate funds as college does not seek remuneration for academic consultancy, use of laboratory equipment and faculty expertise.
8. Due to demographic changes and location of the college which is far from local railway station, several students opt not to join our college.

## Institutional Opportunity

1. Networking and collaborations with other educational institutions at regional, national and international levels
2. Create opportunities to foster faculty and student research with outcomes such as publications, patents, and consultancy projects
3. More efforts to develop interface with industries and NGOs
4. Scope to develop and introduce multidisciplinary and interdisciplinary courses that focus on employability skills
5. Introduce new post graduate courses
6. Augmentation of automated process related to assessment and evaluation

## Institutional Challenge

1. Catering to diverse student demography
2. Management has to bear the financial load for paying salary to ad-hoc teaching and non-teaching staff
3. Generating resources for the maintenance and upkeep of the heritage building and other infrastructure
4. Internship under NEP
5. Staying technological and strategically relevant in the world of Artificial Intelligence
6. To make all classrooms ICT enabled
7. Efforts to harness rain water have been unsuccessful due to the geographical location and geological constraints

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Sophia College for Women offers 19 UG, 04 PG, and 03 Ph.D. programs in various disciplines. In addition, there is one post graduate diploma course. 511 new courses were introduced in the assessment period. The number of students enrolled in 68 different Value-Added Courses was 2074 and the number of students who successfully completed MOOCs offered on SWAYAM-NPTEL was 68. Board of Studies and Academic Council help in designing and developing the curricula along the guidelines of the statutory bodies like UGC. Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) lending to local, national, regional and global development is a significant feature of the curricula. All the Programs have research projects/ field projects/ internships embedded in them. Skill development, employability, entrepreneurship, environment sensitivity, gender equity, human values and professional ethics are integral parts of the syllabi. Feedback on syllabus is taken from a number of stakeholders and is incorporated for holistic development of students.

**Teaching-learning and Evaluation**

Sophia College for Women has developed an academic culture through an excellent teaching-learning process which is the core competency of all the faculties of the institution. The college has an open and an inclusive admission policy keeping to its vision and mission which, therefore, gives the opportunity to the girl students of diverse academic levels to get the holistic quality education. Besides the Christian Minority students, the college also accommodates the students from different religious minorities which has led to diversifying the student profile.

A range of tailored programs and pedagogical strategies are designed for different types of learners. Excellence in Arts Programme (EXAP) and the Excellence in Science Programme (EXSP) for advanced learners and customized lecture plans and alternate subject choices for slow learners are some of such initiatives. Additionally, the college fosters a vibrant learning atmosphere through experiential learning opportunities such as workshops, site visits, and student clubs, which promote confidence, teamwork, and leadership skills. The mentor-mentee programme helps in creating an inclusive campus experience that nurtures empathy and collaboration among students from diverse backgrounds. The daily academics are followed up with a systematic process of planning and execution of the various events of the college. The teaching plans are maintained regularly and the records are kept in the form of documents such as department activity reports and six-monthly reports. The college provides a handbook as well as a cloud diary to all the students that helps them to track and attend to the various activities that are academic as well as extracurricular. Advancements in the Examination Management System (EMS) through IT integration and examination procedural reforms over the academic years from 2018-19 to 2022-23 have led to a significant improvement in the assessment and evaluation process. Digitization of some of the elements of the exam process has helped the students in easy access to their documents and results.

**Research, Innovations and Extension**

Sophia College for Women has a Research Advisory Committee and a well-updated Research Policy. The Institute is honored to be the recipient of various prestigious national and international grants, such as RUSA, DBT-STAR and Charles Wallace and various local awards/scholarships, such as the Dhandevi Mahindra

Fellowship, Barbara Naidu and Lobo-Dubey scholarships. A well-equipped, Ph. D. research center called Suman Tulsiani Research Centre is recognized for the subjects of Applied Biology, Microbiology and Zoology. Undergraduate research is promoted through The Excellence in Arts Programme (EXAP) and the Excellence in Science Programme (EXSP). All the science departments carry out mini research projects under the DBT STAR status that are either besides or as the extension of the regular curriculum. Post-graduate syllabi have incorporated research project as a part of their curriculum. Four in-house journals published by the college, namely, LUCID, SCRIBE, Luminous, and Urdhva Mula provide a platform to teachers and students to publish their research and/or review articles. In order to ensure the academic integrity, the institute has invested in Turnitin software that checks for plagiarism by generating the similarity report. A research colloquium is organized annually, where the faculty members who receive various grants and awards present their research work. Undergraduate and postgraduate and Ph.D. students present their research at "Quest-Wider than the Sky," an in-house research meet organized annually on the National Science Day. The Institutional Animal Ethics Committee set up under the CCSEA and the Institutional Bio Safety Committee under DBT, ensure and monitor the regulatory mechanism and ethical compliance of the science research in the institute. The departments have organized conferences and workshops on Indian Knowledge systems, IPR and creation, and transfer of knowledge. The institution has a tradition of holding the annually the Nobel Oration Lecture series focused on various areas. Every department has organized certificate courses under autonomy for value addition. Various social and gender-related activities are conducted by the NSS, and student clubs giving the opportunity to the students to participate in the extracurricular activities. MoUs have been signed with national as well as international universities and organizations.

**Infrastructure and Learning Resources**

Sophia College for Women, a heritage structure spread over 4.5 acres in South Mumbai, has an extensive campus with a blend of historical and modern facilities. The Arts Building, Science Building, and the Sophia Anderson Annexe, established with support from the Suman Ramesh Tulsiani Foundation and Narotam Sekhsaria Foundation in 2013, form the core infrastructure of the campus. The Anderson Annexe houses the Sophia Irene Heredia Centre for Women's Studies and Development, Geeta Israni Quality Assurance Centre, and facilities for the self-financed courses in BASCJ and BSc IT. Across the campus, there are 37 classrooms and fully equipped laboratories for the departments of Chemistry, Life Science, Microbiology, Physics, Zoology, and Psychology.

The college has two libraries: The M.K. Tata Trust Information Centre (central library) and the Irene Heredia Library. There is also the M.K. Tata Communications Technology Centre (Computer Centre). For audio-visual needs, the college offers various facilities such as the Suman Ramesh Tulsiani Convention Centre, Sophia Bhabha Auditorium, Anderson Annexe AV Hall, Multi-Purpose Hall, AV Front and Back, and Margarida Colaco Media Room.

Sophia College provides essential student services, including the J.N. Heredia Centre for Counselling with a dedicated counsellor. The Women's Studies and Development Centre offers a variety of skill development courses. There is as on-campus students' hostel with a mess. The campus features several dining areas, a gymnasium, gymkhana, and a recovery room for students. Additionally, student amenities include a book and stationery shop, photocopying and printing centres, as well as spaces for relaxation and socialization.

Staff amenities include dedicated common rooms, dining areas, and accommodation options such Gurukul and Aashirwad as quarters for teaching and non-teaching staff, guest rooms and a dormitory. The campus also provides various venues for cultural activities, including the Central Lawn Garden, Multipurpose Hall, and

Sophia Bhabha Auditorium. As part of its green initiatives, the college maintains a Herbal Garden, Green Avenue, solar panels, and a bio-composting machine.

## Student Support and Progression

Over the last five years, our institution has significantly supported and empowered students through financial aid, career guidance, capacity development, and active alumni involvement. These initiatives have fostered a nurturing environment and has strived to provide a holistic academic experience to its students.

The institution has consistently provided financial support, aiding 214 students in 2018-19, 134 in 2019-20, 234 in 2020-21, 194 in 2021-22, and 204 in 2022-23. This support has come from the Student Aid Fund, private NGOs, government schemes, and specialized programs like Excellence in Science (EXSP) and Arts (EXAP) and college prizes sponsored by the generous donors.

Career counseling and competitive exam guidance have been strengthened, with increased participation. A total of 1,756 students participated in 19 events over five years, showcasing the institution's commitment to student career readiness. The college offers programs that enhance students' soft and life skills, including the ACT-Concept test in Chemistry and the Gandhi Fellowship. Workshops on mental wellness, media literacy, and resilience equip students with the essential 21st-century skills.

Committees like the Anti-Ragging and Grievance Redressal Committees regularly address student concerns, ensuring a safe and supportive campus environment.

The institution has achieved substantial placement rates, with students securing positions in IT companies, various industries, and education. Additionally, many have excelled in competitive exams such as NET, GATE, IELTS, and civil services, highlighting the academic rigor of our programs.

The college offers a wide scope for extracurricular activities and students have won awards in sports and cultural activities at state and national levels, while the College Union Committee (CUC) plays a key role of student representation and leadership in organizing campus events and cultural fests.

Alumni engagement through The Sophia College Ex-students' Association (SCESA) remains a vital part of the institution, contributing to cultural programs, outreach projects, and other initiatives that continue to enhance the college life.

## Governance, Leadership and Management

The college management is composed of members with experience in higher education teaching, research and governance. The college is run by the sisters of the Society of the Sacred Heart, an organization established with the mission of providing education to girls, particularly those with limited access to higher education. The policies implemented by the management are focused on inclusive and holistic development of female students. This mission and vision are incorporated into the institutional perspective plan.

For daily operations, the Principal is assisted by two Vice-Principals, an IQAC Coordinator, the Controller of Examinations (CoE), and Heads of Departments. These roles are further supported by various statutory and non-statutory committees and administrative staff. The Planning and Evaluation Committee plays a pivotal role in

deliberating on matters related to the college's day-to-day functioning and policy making.

The college has effectively implemented autonomy in its undergraduate and postgraduate courses starting in 2018-19. It has utilized the RUSA grant for strengthening infrastructure and other facilities that befits an institution of higher education. The DBT STAR Scheme and STAR Status grants have been efficiently applied to enhance the Science academic programmes. The undergraduate and postgraduate programmes of all streams were redesigned as per the guidelines under National Education Policy-2020 in the academic year 2023-24. The NEP Nodal committee was instrumental in interpreting the guidelines into tangible policies.

A key feature of the college is its vibrant College Union Council (CUC), which serves as a vital link between the students and the college administration. The college has implemented e-governance into administration, finance, conduct of exams and student support systems. Several staff empowerment strategies are closely tied to the college operations which include the provision of research grant, travel grant, facilities like research centre, accommodation for teaching and non-teaching staff, gym, computer lab, canteen etc.

IQAC has been invested in stakeholder engagement and the establishment of comprehensive faculty development programmes. The college regularly undertakes audits and takes necessary actions based on the findings. The college participates in the National Institutional Ranking Framework and various other self-assessment initiatives to foster continuous improvement and academic excellence.

**Institutional Values and Best Practices**

The most prominent and long-standing aims of Sophia College for Women is to maintain and nurture a safe, secure and inspiring environment for its students. In order to ensure the institution's focus on women's development, the institution conducts gender audits and makes gender-sensitisation action plans to maintain a smooth line of communication and get constructive feedback from its primary stakeholders. These are executed with the help of various workshops and activities conducted by various departments, as well as through the curriculum. All aspects of educational journey, teaching-learning, application and professional employment prospects are kept in mind with an aim to provide a holistic learning environment for students. Furthermore, the institution's social responsibility extends to environment and climate consciousness which play a big role in shaping the ethos of the education imparted at Sophia College. Within this educational and social context, the institution has striven constantly to move towards renewable energy sources. One of the best examples of such awareness is waste management as one of its key practices. The waste management facilities in college reflect its commitment to environmental sustainability. Additionally, the Green Campus initiatives at Sophia College focus on creating an environmentally sustainable and eco-friendly campus. This inclusive education is also made available to all its students through a barrier-free disability-friendly campus. The college strives to be the flagbearer of the message of inclusivity and accommodates diversity at all levels. In this way the college embraces and represents the multicultural and diverse makeup of Indian culture. It embraces its sensitivity towards cultural differences through many activities that build a spirit of empathy and inclusivity among people. Thus, the college leaves no stone unturned to make its students aware of their national, social and civic responsibilities. With such positive initiative, we aim at creating a culture which aids in creating a culture of holistic development and helps us in remaining relevant by pursuing excellence.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | SOPHIA COLLEGE FOR WOMEN |
| Address | Sophia College for Women ( Empowered Autonomous) Bhulabhai Desai Road |
| City | Mumbai |
| State | Maharashtra |
| Pin | 400026 |
| Website | www.sophiacollegemumbai.com |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Anagha Tendulkar Patil | 022-23512642 | 9322253653 | - | sophiacollegemumbai@gmail.com |
| IQAC / CIQA coordinator | Roshan Dsouza | 022-23523304 | 9819614114 | - | roshan.dsouza@sophiacollege.edu.in |

| Status of the Institution | |
| --- | --- |
| Institution Status | Grant-in-aid |

| Type of Institution | |
| --- | --- |
| By Gender | For Women |
| By Shift | Regular Day |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | Yes<br>212_MinorityCertificate.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | |
| Any Other | |

| Establishment Details | |
|---|---|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 06-05-1941 |
| Date of grant of 'Autonomy' to the College by UGC | 18-07-2018 |

| University to which the college is affiliated | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Maharashtra | University of Mumbai | View Document |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 23-12-1975 | View Document |
| 12B of UGC | 23-12-1975 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|---|---|---|
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | Sophia College for Women ( Empowered Autonomous) Bhulabhai Desai Road | Urban | 4.296 | 17211.3 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BA,English, English | 36 | HSC | English | 530 | 25 |
| UG | BA,Economics,Economics | 36 | HSC | English | 530 | 38 |
| UG | BA,History, History | 36 | HSC | English | 530 | 20 |
| UG | BA,Hindi,Hindi | 36 | HSC | Hindi | 530 | 16 |
| UG | BA,Psychology,Psychology | 36 | HSC | English | 530 | 24 |
| UG | BA,Philosophy,Philosophy | 36 | HSC | English | 530 | 17 |
| UG | BA,Sociology,Sociology | 36 | HSC | English | 530 | 33 |
| UG | BA,English And History, English and History | 36 | HSC | English | 530 | 12 |
| UG | BA,English And Economics,English and Economics | 36 | HSC | English | 530 | 10 |
| UG | BA,English And Philosophy,English and Philosophy | 36 | HSC | English | 530 | 6 |
| UG | BA,English And Psychology,English and Psychology | 36 | HSC | English | 530 | 20 |

| UG | BA,English And Political Science,English and Political Science | 36 | HSC | English | 530 | 9 |
|---|---|---|---|---|---|---|
| UG | BA,English And Education,English and Education | 36 | HSC | English | 530 | 5 |
| UG | BA,Sociology And History,Sociology and History | 36 | HSC | English | 530 | 6 |
| UG | BA,Sociology And Economics,Sociology and Economics | 36 | HSC | English | 530 | 10 |
| UG | BA,Sociology And Philosophy,Sociology and Philosophy | 36 | HSC | English | 530 | 2 |
| UG | BA,Sociology And Psychology,Sociology and Psychology | 36 | HSC | English | 530 | 36 |
| UG | BA,Sociology And Political Science,Sociology and Political Science | 36 | HSC | English | 530 | 14 |
| UG | BA,Sociology And Education,Sociology and Education | 36 | HSC | English | 530 | 13 |
| | | | | | | |

| UG | BA,Hindi And History,Hindi and History | 36 | HSC | English | 530 | 0 |
|---|---|---|---|---|---|---|
| UG | BA,Hindi And Economics,Hindi and Economics | 36 | HSC | English,Hindi | 530 | 0 |
| UG | BA,Hindi And Philosophy,Hindi and Philosophy | 36 | HSC | English,Hindi | 530 | 0 |
| UG | BA,Hindi And Psychology,Hindi and Psychology | 36 | HSC | English,Hindi | 530 | 7 |
| UG | BA,Hindi And Political Science,Hindi and Political Science | 36 | HSC | English,Hindi | 530 | 9 |
| UG | BA,Hindi And Education,Hindi and Education | 36 | HSC | English,Hindi | 530 | 6 |
| UG | BA,History And Psychology,History and Psychology | 36 | HSC | English | 530 | 8 |
| UG | BA,History And Political Science,History and Political Science | 36 | HSC | English | 530 | 6 |
| UG | BA,History And Education,History and Education | 36 | HSC | English | 530 | 16 |

| UG | BA,Economics And Psychology,Economics and Psychology | 36 | HSC | English | 530 | 22 |
|----|------|----|-----|---------|-----|----|
| UG | BA,Economics And Political Science,Economics and Political Science | 36 | HSC | English | 530 | 3 |
| UG | BA,Economics And Education,Economics and Education | 36 | HSC | English | 530 | 4 |
| UG | BA,Philosophy And Psychology,Philosophy and Psychology | 36 | HSC | English | 530 | 15 |
| UG | BA,Philosophy And Political Science,Philosophy and Political Science | 36 | HSC | English | 530 | 1 |
| UG | BA,Philosophy And Education,Philosophy and Education | 36 | HSC | English | 530 | 4 |
| UG | BSc,Chemistry,Chemistry | 36 | HSC | English | 124 | 28 |
| UG | BSc,Life Science,Life Science | 36 | HSC | English | 124 | 19 |
| UG | BSc,Microbiology,Microbiology | 36 | HSC | English | 124 | 32 |

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| UG | BSc,Information Technology,Information Technology | 36 | HSC | English | 72 | 38 |
|---|---|---|---|---|---|---|
| UG | BA,Strategic Communication And Journalism,Strategic Communication | 36 | HSC | English | 72 | 49 |
| UG | BA,Strategic Communication And Journalism,Journalism | 36 | HSC | English | 72 | 23 |
| PG | MA,Sociology,Gender Studies | 24 | HSC | English | 24 | 5 |
| PG | MSc,Chemistry,Chemistry Analytical | 24 | HSC | English | 10 | 10 |
| PG | MSc,Life Science,Life Science Neurobiology | 24 | HSC | English | 10 | 10 |
| PG | MSc,Microbiology,Microbiology | 24 | HSC | English | 10 | 8 |
| Doctoral (Ph.D) | PhD or DPhil,Life Science, | 36 | HSC | English | 10 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Microbiology, | 36 | HSC | English | 8 | 1 |
| Doctoral (Ph.D) | PhD or DPhil,Zoology, | 36 | HSC | English | 6 | 1 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 14 | | | | 32 | | | |
| Recruited | 0 | 0 | 0 | 0 | 2 | 12 | 0 | 14 | 3 | 29 | 0 | 32 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 6 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 34 |
| Recruited | 22 | 12 | 0 | 34 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 98 |
| Recruited | 66 | 32 | 0 | 98 |
| Yet to Recruit | | | | 0 |

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 2 | 10 | 0 | 1 | 4 | 0 | 17 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 5 | 0 | 8 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 17 | 0 | 18 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 27 | 22 | 0 | 49 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 519 | 192 | 5 | 0 | 716 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 4 | 0 | 0 | 0 | 4 |
| | Female | 31 | 0 | 0 | 0 | 31 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Category** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 4 | 5 | 5 | 4 |
| | Female | 897 | 935 | 1084 | 1193 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 4 | 2 | 2 | 3 |
| | Female | 1075 | 1102 | 905 | 624 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1980 | 2044 | 1996 | 1824 |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|---|
| Chemistry | [View Document](#) |
| Economics | [View Document](#) |
| Economics And Education | [View Document](#) |
| Economics And Political Science | [View Document](#) |
| Economics And Psychology | [View Document](#) |
| English | [View Document](#) |
| English And Economics | [View Document](#) |
| English And Education | [View Document](#) |
| English And History | [View Document](#) |
| English And Philosophy | [View Document](#) |
| English And Political Science | [View Document](#) |
| English And Psychology | [View Document](#) |
| Hindi | [View Document](#) |
| Hindi And Economics | [View Document](#) |
| Hindi And Education | [View Document](#) |
| Hindi And History | [View Document](#) |
| Hindi And Philosophy | [View Document](#) |
| Hindi And Political Science | [View Document](#) |
| Hindi And Psychology | [View Document](#) |
| History | [View Document](#) |
| History And Education | [View Document](#) |
| History And Political Science | [View Document](#) |
| History And Psychology | [View Document](#) |
| Information Technology | [View Document](#) |
| Life Science | [View Document](#) |
| Microbiology | [View Document](#) |
| Philosophy | [View Document](#) |
| Philosophy And Education | [View Document](#) |

| | |
|---|---|
| Philosophy And Political Science | [View Document](#) |
| Philosophy And Psychology | [View Document](#) |
| Psychology | [View Document](#) |
| Sociology | [View Document](#) |
| Sociology And Economics | [View Document](#) |
| Sociology And Education | [View Document](#) |
| Sociology And History | [View Document](#) |
| Sociology And Philosophy | [View Document](#) |
| Sociology And Political Science | [View Document](#) |
| Sociology And Psychology | [View Document](#) |
| Strategic Communication And Journalism | [View Document](#) |
| Zoology | [View Document](#) |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Sophia College for Women has implemented National Education Policy (NEP) 2020 from the academic year 2023-2024 for the undergraduate (UG) and postgraduate (PG) programmes as per Mah. Govt. Circulars, NEP-2022 dated 20th April, 2023 and 16th May, 2023. The process of implementation was channelized through NEP Core committee members who attended all the meetings convened by University of Mumbai. The annual conference of IQAC of Sophia College 2023 titled "Navigating the National education policy 2020: curriculum, courses and credits" had experts explaining the policy to the staff members. The institution has prepared the trajectory of the curriculum that includes all the verticals for the entire UG and PG programme. |
| 2. Academic bank of credits (ABC): | The College has registered on Digital India during the academic year 2023-2024 and we feature as one of the registered colleges on the portal. The college administration staff guided all the students with respect to the process of creating their ABC ID's, which have been emailed to the concerned authority in the prescribed format. The MIS is working on restructuring the student data to make it ABC compliant. The College provides autonomy to the |

| | department to tailor their courses within the stipulated framework including the curriculum, choosing the nature of pedagogy and assignments. |
|---|---|
| 3. Skill development: | Several skill development courses are being offered through the SIHCWSD. The PG programmes directly lend themselves to Skill development. The B.Sc. IT and PG Diploma in Quality Assurance in Foods, Pharmaceuticals and Allied industries have been highly successful skill-based initiatives offered by the College. The technical courses include Page Design, Media Literacy, Operating Systems, Web Programming, Microprocessor Architecture, and Digital Electronics, Scientific courses such as Food Additives, Cosmetology, Biomolecule Analysis, and Microbiology laboratory skills, analytical techniques, and Science Communication. The community kitchen is set up each year to promote a sense of unity by sharing meals together. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The college offers a basket of Indian Knowledge system courses covering diverse disciplines such as - Indian epics, Indian Folktales, Kautilya's Arthasastra: Statecraft, Spies and Subterfuge, The Idea of Bharat : Elements of Political Thought and Structures in Ancient India, Minerals and metals in ancient India, History of Forests and Agriculture in India and Animal Husbandry in Ancient India. Special programmes are organized on the occasion of Rashtriya Hindi Divas and Marathi Bhasha Divas. The Maharashtra Kalasmati club promotes activities that emphasize the cultural heritage of the state. |
| 5. Focus on Outcome based education (OBE): | Under autonomy, the College has designed its own curriculum, with each course having well defined programme and course learning outcomes as per Bloom's Taxonomy. Workshops were conducted to incorporate topics of higher orders of thinking. The syllabi were designed with inputs from experts from the industry, other academic institutions, and alumni. The College focuses on continuous quality improvement through staff and student feedback on the curriculum. The annual academic audit reviews the academic achievements of each department by external senior experts. The feedback provided serves as a guideline for modifying the department's activities and functioning in the successive academic year. |

| 6. Distance education/online education: | The College has a licensed Zoom account to facilitate online teaching, especially for the co-curricular courses. Use of Google classroom, virtual labs for practicals, interpretation of simulated data, Google forms, Kahoot, Testmoz, White boards, Jamboard, Padlet, Mindmap, Mentimeter etc. are a regular feature of ICT-based pedagogy. College has NPTEL-SWAYAM Local Chapter that facilitates learning through MOOCs. The add-on and co-curricular courses are conducted also in hybrid mode to offer flexible attendance options. Faculty is engaged in preparing open educational resources under Open Education for a Better World -MOOC UNESCO programme. Recording Studio facility is also available for e-content development. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The Electoral Literacy Club (ELC) has been established at Sophia College, Mumbai, In the year 2019, under the National Service Scheme (NSS) Unit. This initiative aims to promote electoral awareness and participation among students. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Coordination and Representation: • The ELC is effectively coordinated by Vedika Mantri, the students' coordinator. • The faculty members coordinating the ELC activities are Dr. Vaishali Panchunde and Ms. Shainaz Shaik. Dr. Vaishali also serves as the Program Officer of the NSS Unit. • The ELC ensures representation and inclusivity in its activities and initiatives. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Innovative Programs and Initiatives by ELC: • Assistance in Voter ID Creation: Dr. Vaishali has personally assisted members of the Sophia community, including elder Sister Turia, Dr. Meeta Saxena and her family, and Dr. TC Roymon, in obtaining their voter IDs. Voter Registration Drive (2019-2020): • Aim: To enroll college students and staff as voters and highlight the importance of voting. • Method: Posters were placed strategically across the college to raise awareness and encourage participation. • Outcome: The initiative educated the college community about their civic duties and fostered a sense of responsibility and active |

citizenship among the volunteers and participants. Webinar on Indian Constitution and Election Process (2020-2021): • Date: 2nd October 2021 • Participants: 291 (including 237 Sophia College students and NSS volunteers, and 30 students and volunteers from other colleges). • Speakers: Professor Sourabh Ubale from Shankarrao Chavan College of Law, Pune, and ERO Kiran Panbude from 185 Malabar Hill Assembly Constituency. • Focus: Various aspects of the voting and election process in India, and motivation for youth to register for voter IDs. Awareness through Posters, Slogans, and Skits (2020-2021): • Date: 24th September to 3rd October 2021 • Participants: 24 • Outputs: 16 posters, 17 slogans, and 3 skits. • Method: Creative expression through posters, slogans, and skits in multiple languages (Marathi, Hindi, and English). • Outcome: Enhanced awareness and motivation among youth to exercise their right to vote. Street Play on Voting Awareness (2023-2024): • Date: 12th & 15th March 2024 • Participants: 30 • Venues: Canteen Extension of Sophia College and Grant Road Railway Station. • Focus: Importance of elections, voter identification, and the voter ID process. • Dignitaries: Ms. Naina Pawar, Nodal Officer of 185 Malabar Hill Constituency, and Dr. Vaishali Panchunde, NSS Program Officer. • Outcome: Educated the public about their fundamental right and responsibility to vote.

| | |
|---|---|
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Socially Relevant Projects and Initiatives: • The college has undertaken various socially relevant projects and initiatives related to electoral issues, including research projects, surveys, awareness drives, and the creation of content and publications to advance democratic values and participation in electoral processes. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Enrolment of Students as Voters: • The ELC and the college are actively working to institutionalize mechanisms for registering eligible students as voters. Efforts are being made to ensure that students above 18 years who are yet to be enrolled in the electoral roll are registered. Conclusion: - The Electoral Literacy Club at Sophia College, under the NSS Unit, has been proactive in promoting electoral literacy and participation through various innovative programs and initiatives. The ELC's efforts have significantly contributed to enhancing awareness |

| | about voting and democratic values among students and the wider community. The commitment to socially relevant projects and the institutionalization of voter registration mechanisms reflect the college's dedication to advancing democratic participation and responsibility. |
|---|---|

# Extended Profile

## 1 Students

### 1.1

**Number of students on rolls year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1980    | 2044    | 1996    | 1824    | 1782    |

| File Description | Document |
|------------------|----------|
| Provide Links for any other relevant document | [View Document]() |
| Institutional data in the prescribed format (data | [View Document]() |

### 1.2

**Number of final year outgoing students year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 619     | 652     | 636     | 537     | 477     |

| File Description | Document |
|------------------|----------|
| Provide Links for any other relevant document | [View Document]() |
| Institutional data in the prescribed format (data | [View Document]() |

## 2 Teachers

### 2.1

**Number of full time teachers year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 52      | 53      | 54      | 55      | 54      |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document]() |
| Certified list of full time teachers | [View Document]() |

### 2.2

**Total number of full time teachers worked/working in the institution  (without repeat count) during last five years:**

**Response: 76**

| File Description | Document |
| --- | --- |
| Institutional data in the prescribed format | View Document |

# 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years   (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 333.1970333 | 196.5106284 | 116.3115246 | 253.5307077 | 150.2525548 |

| File Description | Document |
| --- | --- |
| Provide Links for any other relevant document | View Document |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1**

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

Sophia College maintains its academic rigour and high standards of academic excellence by offering courses that focus on interdisciplinarity and critical thinking. This emphasis on quality education made it easier for the college to transition to NEP. It also enabled the college to diversify its academic offerings under the new system. Students learn skills such as academic writing and presentation skills as part of their IA component for various courses.

The syllabi are developed and implemented by departments based on the recommendations of the Boards of Studies. The PSOs and CLOs are prepared by departments. The Boards of Studies are formulated as per the prescribed guidelines and consist of the Chairperson who is the Head of the Department, the members of the department formulating the syllabi, two experts in the subject from outside the parent university, the Vice-Chancellor's nominee, one representative from industry/corporate sector/allied area and one postgraduate meritorious alumnus. There are a total of 19 Boards of Studies at Sophia College, which have designed approximately 514 syllabi during the period of NAAC assessment. The syllabi are approved by the Academic Council which consists of the Principal (Chairperson), Heads of Department, four teachers of the college representing different categories of teaching staff by rotation on the basis of seniority of service in the college, experts from outside the college representing areas such as industry, education etc. to be nominated by the Governing Body, nominees from the university and a faculty member nominated by the Principal (Member Secretary).

The syllabi designed by departments meet local, regional, national and global needs. Students of Chemistry are trained to address societal and environmental problems with the help of the knowledge skills they gain through their courses. The History syllabus enables students to see the interconnectedness of historical events across regions, nations and cultures, and prepares them for a wide range of career and research options in fields like academia, the civil services, archaeology, library management, and curatorial and archival sciences. Students of Economics are taught to apply economic theory to areas like consumer behaviour, and to critically analyse economic developments of regional, national and global significance like government policies, agriculture, rural credit, farmer's suicides, trade policy etc. Topics in Political Science such as the Indian political system, the Indian Constitution, international relations and political theory help students see the links between regional, national and global political systems. Courses in Psychology train students to apply and understand concepts, principles and theories in psychology with various aspects of the Indian context and relevant situations at the global level. Courses in Education enable students to analyse different boards of school education in India, the role of education in promoting human rights and the various national policies in Indian pre-primary education.

Through the content of various courses, the students are, therefore, trained to think critically about its local, national and global implications.

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

**1.1.2**

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

The programmes and courses at Sophia College are designed to help students emerge as highly competent, employable and skilled individuals. Departments across faculties organised events and activities that offered students opportunities to develop their skills. Students are encouraged to participate in these activities and also work in the organising teams of events as volunteers. Through their participation in these activities, they learn how to lead teams and work in teams, follow instructions, take on-the-spot decisions, deal with challenges etc. Many activities were designed with the aim of helping students hone skill sets that are considered crucial in the professional world.

Departments connected with institutions and companies to provide internship opportunities to students. The internships gave students an exposure to the structures and modes of functioning of professional spaces and gave them a feel of what it is like to work in industry and professional settings. The students of the Department of History interned at the Citizens' Archive of India in 2018-19 and at the Asiatic Society in 2022-23. The Department of BMM/BASCJ held an Industry Training Programme in 2019-20. The Department of Life Sciences organised an event on Career Guidance in Genetic Counselling in 2022-23.

Interactive sessions with ex-students also gave students the space to gain clarity about various career options before them. The Departments of Hindi and Political Science organised an interactive session with Ms Pallavi Singh, who is an entrepreneur, titled "Making Your Own Destiny", in 2021-22. Blogger Neha Vishwakarma spoke to students about "Careers in History" in an event organised by the Department of History in 2022-23.

The course content as well as the activities organised by departments gave students an opportunity to develop soft skills and transferable skills like teamwork, problem solving skills, leadership skills, interpersonal skills, communication skills, writing skills, organisational skills, conflict resolution, time management as well as skills that are both specific to and which go beyond the traditional limits of disciplines. The Department of Psychology conducted an activity on Listening/Relational Skills in 2022-23. SYBA History students presented a paper "The Forgotten Fort: Bombay Castle" at the international seminar on "The Forts of Maharashtra" at the K. R. Cama Oriental Institute, Mumbai, in 2018-19. The Department of English organised a workshop on writing in association with a publication house called Leveraged Writings in 2021-22. The Department of Sociology conducted a Certificate

Course on Social Research Methods and Academic Writing in 2022-23. Students felt equipped to apply these skills in multiple professional situations as a result of this exposure. A range of activities centred around digital skills was organised by various departments. The Department of Chemistry organised a course titled "Using POGIL Online: Empowering Chemistry Teachers" in 2022-23, the Department of Information Technology organised an Add-On Course on Advanced EXCEL in the same year, the Department of BMM/BASCJ organised an Advanced Computer Skills Workshop in 2019-20, and the Department of Philosophy organised a Digital Skills Workshop in 2021-22.

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

## 1.2 Academic Flexibility

**1.2.1**

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 26.46

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 136

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years  :**

Response: 514

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

## 1.3 Curriculum Enrichment

**1.3.1**

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

The courses at Sophia College prepare the students to tackle intellectual, emotional and moral challenges that they are bound to experience in the future. The rigorous curriculum trains them to tackle real-world, professional challenges with clarity and confidence. The courses that provided the required guidance to students included the Add-on Course on Ethical Hacking and Internet Security (BSc IT, 2021-22) and Foundation Course on Ethical Hacking (BSc IT and Education, 2022-23), talk on Research Methodology in Oral History which covered the aspect of ethical conduct in research (History, 2021-22), Masterclass in Suicide and Role of Emotional First Aid (Psychology, 2022-23), session on Research Ethics and Metrics in the national conference on "Academia and Contemporary Research: Roots and Routes" (Sociology, 2022-23)

The very foundation of Sophia College rests on the notion of women's empowerment. Students understand the idea of gender through various angles. The various aspects of the issue of gender were covered through a wide array of activities, namely, a talk titled "Understanding Gender Identities" (Sociology, 2019-20), a session on "Celebration of Women in Science: Rosalind Franklin - the Woman Behind DNA Discovery" by Dr Vineeta Bal (Life Sciences, 2020-21), a talk on Women in Tamil Literature (Sociology, 2020-21), a session on "Women in Maths" (Mathematics and Statistics, 2020-21), an online student-led international festival titled "Qissa" (English, 2021-22), session on "Current Challenges on Cervical and Breast Cancers: Facts and Fiction" (Microbiology, 2019-20), 'The Best of Kashish', screening of films on gender, sexuality and other intersectionalities (Education, 2022-23).

The college has adapted to the changing needs of the times while placing its core values at the centre of all its academic and extra-academic endeavours. The content of multiple courses at Sophia College places human values such as empathy, tolerance and open-mindedness at the forefront. The activities organised by departments that enabled students to reflect upon the significance of these values included a session on "Tissue Donation and Banking" (Psychology and NSS, 2022-23), "Plant-Pluck-Provide-Perish-Farmers' Distress and Fundraising" (Life Sciences and Education, 2018-19), Vaccination Awareness Campaign (Microbiology, 2018-19), Municipal School Visit (Microbiology, 2019-20), Visit to Mani Bhavan (Hindi, 2019-20), One-Day Awareness Programme on Elderly Issues (Sociology, 2021-22), a Two-Day International Conference on Gender Sensitisation and Protection of the Rights of Children and Senior Citizens (Psychology and SCWSD, 2021-22), Online Yoga Session (Physics, 2022-23), Music & Mind: Mental Health Awareness Session (Psychology, 2019-20) and a visit to Golden Vipassana Pagoda (Zoology, 2022-23).

An emphasis on an education that revolves around values such as equality, responsible citizenship and sustainability is enshrined in the mission statement of the college. The college has demonstrated its commitment to environment and sustainability through its outreach programmes and green initiatives. Activities that promoted an awareness of environmental issues included "Break Free from Plastics" (Microbiology, 2018-19), a talk on the Conservation of Sea Turtles (Zoology, 2021-22), a field trip to SNGP for FY students (Life Sciences, 2018-19), an educational trip to Maharashtra Nature Park (Life Sciences, 2019-20) and a visit to the Common Effluent Treatment Plant, Kopar Khairane (Microbiology, 2022-23).

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

**1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 446

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

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 91.49

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships  (without repeat count) during the last five years**

Response: 43

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 47

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

## 1.4 Feedback System

**1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
| --- | --- |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 87.25

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 751 | 758 | 720 | 723 | 744 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 877 | 866 | 817 | 841 | 835 |

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

**2.1.2**

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

**Response:** 92.98

2.1.2.1 **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 402 | 396 | 372 | 394 | 408 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 439 | 434 | 409 | 421 | 418 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template) | **View Document** |
| Provide Links for any other relevant document to support the claim (if any | **View Document** |

## 2.2 Catering to Student Diversity

**2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

Sophia College for Women has instituted several pedagogical modalities for a meaningful teaching and learning experience of a diverse student demography.

**EXAP (Excellence in Arts Programme) and EXSP (Excellence in Science Programme) are research avenues** for students with potential to excel in academics. The EXAP and EXSP research platforms are open to all FYBA students of the college and have a rigorous selection process. EXAP consists of three components: Seminar, Cultural and Research. For each of these, students work in groups and write papers and make presentations. All EXAP students are given an opportunity to develop their presentation, analytical, critical and organisational skills. EXSP is available for the advanced learners from the Sciences which comprise three components, namely, Seminar, Literature Review and Mini Research Project. Both these three-year research-based programmes nudge learners to explore their potential beyond the boundaries of the prescribed curricula. Learners from the science stream are mentored and encouraged to participate in **Avishkar – a State level Inter-University research convention**. The learning outcome of these programmes translates into research publication in In-House student-journals like *Luminous*, *Scribe* and *Beyond Margins*.

Special attention is given to the learning needs of those who lag in the learning process and these are fulfilled through departmental remedial lectures, opportunities for improvement of marks and stress-coping mechanisms through optional internal assessments. This practice of considering the scores of the best of two internal assessment activities out of three has been especially beneficial during the Covid19 pandemic. Customized lecture plans and pedagogical methods have been adopted to cater to the requirements of the slow learners. For instance, the formation of **Communication Skills class divisions**

is decided by an entry level test, to assess the level of the learners who are then grouped as per their level of vocabulary, and grammar. This grouping in turn enables the teacher to adopt pedagogical methods aligned with the needs of the slow learners in order to develop their linguistic proficiency. Moreover, for inclusive learning, students are offered alternate Applied components like **Ancient Indian Culture** if they are unable to study either Hindi or French.

The institution continually strives to create a vibrant learning atmosphere through opportunities fostering confidence-building, team and leadership spirit and viable future opportunities for its diverse student population by way of multiple opportunities for experiential learning both within and outside of academic learning. In order to nudge higher order thinking skills, learners are exposed to learning platforms like **SWAYAM MOOCs**, **Value-Added courses**, workshops, site/field visits and interactive lectures by eminent speakers. Outside of the classroom, experiential learning is also facilitated through student's clubs such as the Sports club, English Literary Society, SCEDA (Sophia College English Dramatics Association and student run cultural fests like *Kaleidoscope.* These clubs and fests create platforms for experiential learning for all learners which inculcates confidence in them through an experience of a positive and an inclusive campus experience.

| File Description | Document |
|---|---|
| Provide link for additional information | [View Document](#) |

**2.2.2**

**Student - Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 38.08

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

Sophia College for Women has developed an academic culture through a holistic teaching-learning process which is the core competency of all the faculties of the institution. Besides the traditional methods of teaching, innovative pedagogies described below are given a scope to be implemented while designing the curriculum. The grants received from the prestigious organizations such as DBT, RUSA,

DST have helped in enhancing these methodologies.

**Problem-based / research-based pedagogies**: The college has trained faculty members in problem-based and research-based pedagogies and they have contributed to effectively as facilitators of the students-led research activities that go parallel with the curriculum. The Excellence in Science Program and The Excellence in Arts Program have a research component that gives a platform for the UG students to do quality research, giving them the complete autonomy to address their research question.

**Project-based learning:** The autonomy syllabus has given the flexibility of incorporating the projects as a part of internal assessment at UG level and a practical component of some UG and all PG science courses with the objective of understanding the research methodology and inculcating research culture for future higher studies as well as employability. Students are encouraged to participate in the conferences, within and outside the institution, to showcase their research outcomes.

**Experiential learning:** Field trips are regularly organized by the departments with the objective of gaining practical knowledge through actual observations reinforcing their in-class theoretical knowledge. This also helps the students understand the functioning of the organizations through industrial visits and gives them an insight into the future career choices.

**Value-added Courses**: In order to augment the learning levels and to help lateral academic growth, ever since the inception of autonomy, the college has instituted the practice of pursuing value-added courses by the students throughout their degree program. The courses designed are either subject-specific or multidisciplinary giving a wide range to choose from. They are also encouraged to pursue SWAYAM MOOCs.

**Participative / Collaborative learning:** This pedagogical practice is adopted by almost all departments which involves student-driven activities that make learning an inclusive practice for diverse learners in terms of their demography and learning capabilities. The group activities such as debates, seminar presentations, theme-based departmental activities, organizing conferences and guest lectures bring in the joy of learning together, fellowship as well as leadership.

**Use of ICT:** Pandemic period accelerated the use of ICT in the routine teaching. Many teachers now use ICT tools available to make the learning exciting through gamification, simulations, virtual labs as well as for assessment. Students also use the digitally available resources for their assignments.

| File Description | Document |
|---|---|
| Provide Link for Additional Information | [View Document]() |

**2.3.2**

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

The college has a Sophia Mentor-Mentee programme (SMMP) that fosters a supportive learning environment and enhances the overall student experience through various channels such as tutorial groups, Google groups, remedial teaching groups of Learning Enhancement Programme, Practical batches and other informal interactions.

The mentor is available for addressing any academic queries or to provide guidance to the mentees. This programme also helps us to identify their hidden potentials and accordingly allocate responsibilities or encourage participation in various events organized by the department, college and inter-collegiate activities. In case of any personal issues bothering the student, she is referred to the college counselor. This service is provided free of cost to mentees by the college management. Under the SMMP, all mentors meet their mentees formally at least once during each semester. However, they can meet informally as per the need by informing the mentor accordingly. Mentors have been encouraged to communicate with their mentees as per their choice of communication such as email, WhatsApp messenger, SMS and Google Classroom.

This programme has had in general a positive impact on the students' academic and co-curricular engagements. Mentees felt more connected to the college community, developing a sense of belonging and reducing feelings of isolation. The participation of mentees in the college extracurricular activities has been promising.

| File Description | Document |
| --- | --- |
| Provide Link for Additional Information | [View Document](#) |

**2.3.3**

*Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

The Academic calendar is put together by the Senior leaders and IQAC in conjunction with various committees like the time-table and examination committee. The Examination Committee prepares a tentative timetable for both the semester end and internal examinations. The Academic calendar consists of admission dates, term beginning and term end dates, semester end examination dates, extra- curricular, co-curricular activities, public holidays, vacation dates as well as dates of the last instructional days.

The **Academic Calendar** is prepared at the beginning of the year, and is displayed on the college website for the students, teachers and parents. This is helpful for the IQAC as well as the various departments, Clubs and committees such as EXAP and EXSP to plan their major activities such as field trips, conferences, presentations and intercollegiate events for the year in advance.

A separate **Examination Calendar** term-wise is prepared by the examination committee headed by the Controller of Examination. This includes the timeline for conducting the continuous assessments,

submission of semester end examination question papers, examination days, timelines for correction and moderation of answer papers and declaration of results.

The **college handbook** provided to all the students and staff is a ready reckoner of the college calendar as well as for the maintenance of daily records. The ICT initiative of the **Cloud Diary** provided to the students through MIS, provides a quick and easy access to the updated information. This also helps the out-station students to plan their journey accordingly. All such measures ensure that there is a systematic adherence to routine academics.

Staff members of the teaching faculty maintain a **Plan Book** which is written on a weekly basis prior to the beginning of every week that has a detailed teaching plan and this is signed weekly by the HOD and at the end of the month by the Vice-Principal. This facilitates the shared use of ICT facilities as teachers can plan in advance the teaching methodology for a given topic to be covered in that week. A comprehensive term-wise report called **Six-monthly Report** is submitted by the teaching faculty that outlines the details of other activities conducted by the Department and by the individual teacher.

During the pandemic too, the Departments prepared their teaching plan and carried out online activities.

General Staff meetings and HOD meetings chaired by the Principal are held intermittently to disseminate information about the goings-on as well as any new initiatives to be incorporated in the academic calendar. The HODs further hold regular departmental meetings to plan out the departmental activities such as the co-curricular courses and the delegation of departmental work.

The **Planning and Evaluation Committee** meets regularly to plan out certain initiatives on need-basis or otherwise which are then further discussed with the concerned committee and taken forward.

The college calendar is subject to changes under certain unforeseen circumstances and for this the concerned committees such as IQAC, P&E, Exam Committee promptly meet and modify the existing calendar.

| File Description | Document |
|---|---|
| Provide Link for Additional Information | [View Document](#) |

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 95

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 56 | 56 | 56 | 56 | 56 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 77.63

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

Response: 59

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 14.25

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 741

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 68.52

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 37

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 13.4

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 13 | 12 | 20 | 8 | 14 |

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

**2.5.2**

**Percentage of student complaints/grievances about evaluation against total number appeared in**

**the examinations during the last five years**

**Response:** 0.92

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 42 | 0 | 0 | 0 | 47 |

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1980 | 2044 | 1996 | 1824 | 1782 |

| File Description | Document |
|------------------|----------|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.5.3**

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

The exhaustive details of significant advancements in the Examination Management System (EMS) through IT integration and examination procedural reforms over the academic years from 2018-19 to 2022-23 are given in the additional document attached: **253_EMS_additional_doc.**

Key initiatives include the introduction of **online marks entry in 2018-19** to expedite result processing, and the implementation of online end-of-semester examinations in 2019-20 using G-Suite tools and Zoom, in response to COVID-19 restrictions. This shift enabled effective student assessment despite the pandemic. In 2020-21, the institution enhanced transparency by **displaying examination results on**

**digital platforms**, allowing students easy access to their performance data. The following year, a system of online internal assessments was established, providing diverse evaluation methods to cater to different learning styles. Additionally, the Exam Committee published **Standard Operating Procedures (SOPs)** and instructions for students and staff to promote accountability and professionalism in the examination process.

By 2022-23, the transition to offline examinations **incorporated ICT** for generating essential documents, minimizing human error and streamlining administrative tasks. These reforms reflect a commitment to improving the examination process, enhancing educational experiences, and fostering a culture of continuous assessment and development within the institution.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

Sophia College for Women is committed to the integrated development of students for individual and societal transformation. The college has specified **seven goals** that are focussed on the graduate attributes which every student would acquire during their academic journey. Each student is provided with the **college handbook** that clearly spells out these college goals. The Programme Objectives (POs) are designed to facilitate the fulfilment of these college goals. Each department designs the curriculum based on the Programme Specific Outcomes (PSOs) to impart the domain knowledge. The syllabi have comprehensive coverage of topics integrated into the courses. Course Learning Outcomes (CLOs) are clearly listed for every course that are mapped with the PSOs.

The Programme and Course Outcomes are incorporated in the departmental document of **syllabi** and are published on the **official college website**. At the commencement of the academic year, the **orientation programme** is held for all students to familiarise them with the general ethos, cultural and academic environment of college. The course instructor at the outset of the new semester **shares the course syllabus** with students emphasising on the course objectives and expected CLOs.

A variety of assessment methods are used to evaluate different aspects of learning and to measure their **levels of attainment**. This is implemented through **formative** as well as **summative** assessments. The attainment of the CLOs is evaluated by each department at the end of every semester.

| File Description | Document |
|---|---|
| Provide links as Additional Information | [View Document]() |

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 72.37

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 448

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

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.63

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

Sophia Research and Development Cell encourages a research culture on campus, fostering both opportunities and enthusiasm among its students and teaching staff. When the College gained autonomy, the R & D cell was strengthened and subsequently drafted an extensive research policy that was further ratified by the statutory body. The cell has taken initiatives in framing the Institutional Animal Ethics Committee (IAEC) and Institutional Biosafety Committee (IBSC) for the ethical conduct of research.

The college inspires its staff and students to be involved in multidisciplinary research, and comprehend the importance of IPR, peer reviewed publications, and research-based career opportunities. The committee has a specially tailored mechanism to disseminate opportunities related to national and international conferences, fellowship and other financial support towards conducting research. As an outcome, 15 research grants and 08 national/international fellowships/financial support were secured by the faculty members. Furthermore, the teaching faculty regularly participates and shares their research work in various local, national, and international webinars, seminars, and conferences. The IQAC publishes *Sophia Lucid*, a national level multidisciplinary peer-reviewed journal for the teaching fraternity. It is a theme-based journal and topics of contemporary relevance have been discussed through a multidisciplinary lens. The past volumes have looked at the pandemic culture, peace, conflict and climate change. The current issue analyzes the role of artificial intelligence and digitality in everyday life. Sophia Women's Centre publishes *Urdhva Mula*, a peer reviewed journal on women's studies. The R&D cell in association with the IQAC organises the *Sophia Research Colloquium* as a catalyst to ignite curiosity and to exchange emerging areas of inquiry among the faculty members.

For students, their research experience is carefully curated through programmes such as EXSP (for science) and EXAP (for arts), Genderlogue, Aavishkar, and presenting research papers at seminars and conferences. Guided by their chosen mentors, EXSP and EXAP students conduct a focussed study in their respective subjects over a period of three years. To support student research, IQAC has established research facilities in the form of peer-reviewed research journals for the students: *Sophia Luminous* and *Scribe*. In the postgraduate programmes, students in the science sections undertake mandatory research projects, and internships, whereas dissertation writing forms an integral component of the MA programme. The Department of Sociology runs a certificate course in Scientific research writing that aids research-based skills in the learners. To exchange diverse expertise and explore interdisciplinary avenues, college encourages collaborations/internships in reputed organizations.

The college has six recognized research guides and eleven PhD students have registered in the last five years. The college caters to the needs of research through well-equipped and dedicated research centers like the Suman Tulsiani Research Centre and Women's centre. Additionally, the library has procured eBooks and N-List journals which have further augmented the college resources towards promoting a research culture. The college employs the Turnitin software for plagiarism check, thus promoting the

importance of ethics in research designs and practices. All research papers for internal assessments, journal submissions and dissertations go through the Turnitin plagiarism check.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

## 3.1.2

**The institution provides seed money to its teachers for research**

**Response:** 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

## 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 7.89

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 6

| File Description | Document |
|---|---|
| List of teachers who have received the awards along with nature of award, the awarding agency etc. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1**

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 65.22

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template is merged with 3.2.2) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.2.2**

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.22

3.2.2.1 **Number of research projects  funded by government and non-government agencies during the last five years.**

Response: 17

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template merged with 3.2.1) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 13.46

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 7

| File Description | Document |
| --- | --- |
| Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2) | [View Document](#) |

## 3.3 Innovation Ecosystem

**3.3.1**

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

**Response:**

The college has taken the following initiatives to develop a rich ecosystem of research and innovation in the campus

**Indian Knowledge Systems:** The curriculum of different programmes of History, English, Philosophy, Education, Hindi, Chemistry and Life Science have included topics that allow the learners to reflect on the cultural, philosophical, scientific, and spiritual traditions of India. As per the NEP guidelines, the college has introduced eight courses covering topics such as Indian epics and folktales, significance of political diplomacy as depicted in Kautilya's *Arthashastra*, forests and agriculture dynamics over different periods in India, importance of animal husbandry and nanotechnology in ancient India. These courses are open across disciplines.

Sophia Women's Centre offers a Certificate course in Knowledge Systems of Ancient India and the World. The college offers Foundation courses for students in the first and second year UG level. Through the comprehensive syllabus, the course aims to equip students with a holistic understanding of the multifaceted challenges confronting Indian society. It fosters critical thinking and encourages students to explore innovative solutions to address these pressing concerns, ultimately contributing to a more inclusive and harmonious societal fabric.

On the cultural front, Bhartiya Sanskritik Parishad (BSP) aims at promoting Indian art forms, the college cultural clubs have encouraged activities like, celebration of Maharashtra Day (by Maharashtra Kala Samithi) and other festivals, are encouraged in generating an inclusive environment towards Indian culture. The Department of English has organised several activities as part of Marathi Bhasha Gaurav

Din over the years. The Departments of History, Philosophy and the Women's Centre have offered value-added courses on Indian Knowledge Systems.

**Initiatives related to Intellectual Property Rights:** The R&D cell and IQAC have taken initiatives to organize workshops on IPR. The Department of Mathematics and Statistics organised a conference on "Legal Rights and Remedies for Women: Fundamental Rights, Inclusion, IPR and Matrimonial Rights". The postgraduate programmes of Chemistry and Life Sciences have integrated IPR in its curriculum. The students learn about patents, copyrights, trademarks, and trade secrets. As part of the EXAP and EXSP programme, the selected students are introduced to concepts of citations, copyrights, property rights and patenting.

**Incubation Centre/Creation and Transfer of Knowledge/Technology:** In addition to the academic skills, extensive industry collaboration and networks mentor students to transform their ideas into viable enterprises. The Department of Chemistry, in collaboration with Lovely Professional University, Punjab, offered a Value-added course, "Innovation in Natural Dyeing & Entrepreneurship Opportunities" and it has proven our commitment towards building entrepreneurship skills in students. Over the years the college has witnessed several alumni who have started their own setup and business.

The Sophia Centre for Women's Studies and Development offers several certificate and diploma courses to develop entrepreneurial skills among the learners. Since 2018, the Centre has been running the following courses: Certificate Course in Women's Empowerment, Certificate Course in Social Work, Certificate Course in Banking, Certificate Course in Social Research Methods, Certificate Course in Basics in Food and Nutrition, and Certificate Course in Diet.

Additionally, all departments conduct value-added courses in various emerging areas of enquiry, encouraging students to opt for interdisciplinary courses. Each of these courses plays a significant role, broadening their perspective and acting as an incubation centre for the creation and transfer of knowledge.

| File Description | Document |
|---|---|
| Link for Any other additional information | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1**

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and  the implementation of which is ensured through the following:**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)
3. Plagiarism check through software
4. Research Advisory Committee

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.2**

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 1.71

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 12

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.3**

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

**Response:** 0.33

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

Response: 25

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website | [View Document](#) |
| Links to the paper published in journals listed in UGC CARE list | [View Document](#) |

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 0.46

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 35

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

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 2.64

| File Description | Document |
| --- | --- |
| Bibliometrics of the publications during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

**3.4.6**

*Bibiliometrics of the publications during the last five years based on Scopus/ Web of  Science – h-index of the Institution*

**Response:** 4

| File Description | Document |
| --- | --- |
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View Document](#) |

## 3.5 Consultancy

**3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 142.09

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26.25186 | 22.95 | 8.77611 | 43.06198 | 41.051 |

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

## 3.6 Extension Activities

**3.6.1**

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

Sophia College provides a vibrant platform for students to engage with real-world issues within their communities.

**1: Social Responsibility**

The club activities at Sophia College are aimed at developing empathy and understanding of social issues among students. The activities encourage students to think beyond the classroom and take action to make a positive impact in their community. NSS volunteers have been part of initiatives like adoption of a village, road safety project, street dogs project and gender inclusivity campaigns. The Students' Social Reform Initiative (SSRI) has worked on initiatives like "The Trans Act Takeback", "The Generational Trauma", Mental Wellbeing etc. The Rotaract unit of the college has been involved in several educational and charity related activities like Project Sahasee, Shiksha etc.

**2: Health, Hygiene and Wellbeing**

NSS volunteers joined the healthcare professionals of Bruhanmumbai Mahanagar Corporation 'D' ward in the Pulse Polio Immunization Camp. By equipping themselves with hands-on experience in healthcare and community engagement, the volunteers gained an invaluable understanding of public health

challenges and the profound difference they can make.

Similarly, the Dengue Malaria Awareness Drive Skit and the street-play for Banganga slum residents near our College could bridge cultural gaps and empower a community regarding their health. The gesture of painted shirts gifted to children and vegetable sellers deepened their connection with the community. This experience honed the volunteers' communication and empathy skills while sensitizing them to the realities of vulnerable populations.

NSS volunteers have also been part of initiatives like "Walk with me, Ease my Pain" which was a cancer awareness walk, yoga training, thalassemia check up, Fit India campaign, rally for organ donation, menstrual awareness campaign and covid-awareness campaign over the years.

**3: Environmental Awareness**

The NSS volunteers worked on the Tree Plantation Drive at Haloli, the village adopted by the NSS unit. Planting 375 saplings was about breathing life into the environment and inspiring a community to care for their shared home. By actively engaging local residents, encouraging participation from school children, the volunteers created a green legacy, fostered environmental consciousness and a sense of shared responsibility.

NSS initiatives on Swachh Bharat, eco-friendly rakhis, save water project, save electricity project etc and club SIGMA's e-waste collection drive and trip to Sanjay Gandhi national park further added to the cause of sensitizing them to the delicate balance between human needs and environmental well-being.

**4: Cultural Inclusivity**

The Shiksha Project: Educational Videos for Haloli Village was a part of NSS digital empowerment. They created 130 pre-recorded videos and worksheets. This went beyond filling knowledge gaps as it was about empowering 280 children with access to quality education regardless of their circumstances.

The World Music Club has promoted the multicultural perspective of the students through the organisations of events like the Session on Korean Culture and K-Pop Fandom, Workshop on Music Production and the Lucente Concert, some of them by collaborating with the Consulate General of the Republic of Korea.

Representative cases for each of the identified categories are included as attachment

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**3.6.2**

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

**Response:** 72

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 8 | 12 | 16 | 23 |

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

## 3.7 Collaboration

**3.7.1**

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

**Response:** 18

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for**

1. teaching – learning, viz., classrooms, laboratories, computing equipment etc
2. ICT – enabled facilities such as smart class, LMS etc.
3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

**Response:**

Sophia College for Women has adequate infrastructure and other facilities that enable quality teaching-learning supported with the ICT facilities. The college also has facilities for cultural as well as sports and recreational activities.

Sophia College building is a sprawling heritage structure spread over 4.5 acres. It is situated in the prime location of South Mumbai along the Bhulabhai Desai Road. The campus infrastructure comprises of **Arts, Science and Sophia Anderson Annexe buildings**. The Arts building houses the administration offices and examination control room along with the classrooms and the hostel wing. Science building has the department rooms as well as **spacious laboratories** of Chemistry, Life Science, Microbiology, Physics, Zoology, and Psychology. The Anderson Annexe houses the **Sophia Irene Heredia Centre for Women's Studies and Development (SIHCWSD), Geeta Israni Centre of Quality Assurance**, and **facilities for the self-financed courses in BASCJ and BSc IT**.

The college has a central library known as the **M. K. Tata Trust Information Centre** that provides open access to books and **Sophia e-book Hub with Kindle reader** facility. The library has subscription to journals and e-journals are through N-List. The library uses **Integrated Library Management System (ILMS)** for the various routine processes. Additionally, there is Irene Heredia Library at SIHCWSD.

The college has several audio-visual facilities accessible to all which includes the **Suman Ramesh Tulsiani Convention Centre, Sophia Bhabha Auditorium, Anderson Annexe AV Hall, Dr. Zaibun Y. Jasdanwalla Multi-Purpose Hall (MPH), AV Room, Dr. Margarida Colaco Media room and Sophia Studio.** The college is equipped with 3 digital boards that have live notices and information on current activities. There are classrooms to promote use of ICT equipped with LCD projector facility and Smart Boards.

**J.N Heredia Centre for Counseling** has a dedicated Counselor for providing free counseling services to students.

The campus provides several dining options: Canteen, Coffee machines and juice center. Several other facilities are available for students within the college premises like, a book cum stationery shop, photocopying and printing centers.

Along with this, the campus has spaces for the staff like - staff canteen and staff common room, support staff changing room, kitchen staff quarters and staff washrooms. The faculty and the management also get a parking facility inside the campus. There is a Recovery room facilitated by the college, located in the science building for the students to recuperate from medical occurrences.

The college offers **Hostel facilities along with the Mess** for outstation students. The college also provides accommodation for its teaching and support staff in the buildings of Gurukul and Aashirwad.

To promote sports, the college has a **Gymnasium and Gymkhana facility**. For hosting cultural activities such as  Kaleidoscope, Ananya, Munsophical, the college has several exuberant spaces like the Central Lawn Garden, the Triangular Terrace, MPH, Canteen extension, Convention Centre and Sophia Bhabha Auditorium. The college has a Herbal Garden, Solar panels and a bio-composting machine among other green campus initiative.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

### 4.1.2

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

**Response:** 47.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 209 | 88.55 | 45.77 | 101.4 | 49.74 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1) | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

Sophia College Library is partially automated. The library has purchased SLIM 21 software, 21st version, is upgraded to SLIM 21 3.9.0. This ILMS software is used for Cataloguing System / Article Indexing / Circulation System / Acquisition System / Serials Control System / Web OPAC. Footfall of library users and other day to day work is done manually.

The library has following digital facilities-16 computers of which 5 computers are used for data entry and circulation, 5 for OPAC, 4 for Internet browsing and 2 for viewing AV materials. 2 digital copier-cum-scanners are attached to the computers for printouts. Library has 5 B/W printers, 1 barcode printer, 1 scanner, 1 book scanner, 1 PVC ID card printer, 15 Kindle e-book readers.

Library resources can be searched through various access points, namely, Author, Title, Keywords, Year of publication, Publisher etc. It has multiple selection criteria for reports.

The library subscribes to national and international periodicals. The library has approximately 1006 journal and 1645 academic magazines. The library subscribes to 8 newspapers. The library has access to e-resources like: (1) NList – INFLIBNET (2) American e-Library (3) DELNET – Developing Library Network, New Delhi (4) NDLI (5) Online Journals like Current Science, Resonance, International Journal of Food Science and Nutrition, and academic magazines like Science Reporter and Digital Time Magazine are available free with the print edition.

E-resources can also be accessed by students and staff on their personal laptops or mobile phones in the library and also at home. Free 5G WiFi is provided in the Reading Room to all users. Users are welcome to download free e-books and read them on the Kindle e-book reader in the Sophia e-book hub. On an average 125 users visit the library daily.

The library has a collection of over 85,000 books, predominantly in English and Hindi. It has a capacity to seat 225 users at a time. Besides the print, there are 1335 AV materials, 251 maps are available as teaching aids.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**4.2.2**

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 1.81

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 6.58 | 2.64 | 1.23 | 3.96 | 4.62 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1) | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

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

The college provides IT resources to support the educational, instructional, research and administrative activities that facilitate fraternities and learners teaching-learning, research, administrative, managerial, and clerical functions in the most effective manner possible. The college expanded its IT facilities during covid to make learning more student-friendly.

**IT facilities provided by the college include:**

1. **Desktop Computers**
2. **Laptop Computers**
3. **Printers and Scanners**
4. **ICT tools**
5. **CCTV Cameras**
6. **Computer Laboratories**
7. **Biometric Machines**
8. **Wifi enabled classrooms**
9. **Turnitin Software**.

**IT policy**:

The ICT policy of Sophia College for Women enhances the institutional governance through efficient IT infrastructure management and support and leads to effective procurement, utilization and maintenance of IT resources.

**Bandwidth:** 100mbps of data is available for staff and student use provided by MTNL.

**Administrative Services using IT:**

1. **MIS Portal**
2. **Campus By**
3. **Teach US App**
4. **G Suite and Zoom licenses**
5. **College Domain ID**
6. **College Website**

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**4.3.2**

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

**Response:** 9.21

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

Response: 215

| File Description | Document |
| --- | --- |
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**4.3.3**

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Sophia College has the following Media Centers:

- The Sophia Anderson Annexe, has **Dr. Margarida Colaco Media room**, also known as Room 31, containing a projector, laptop, speakers and 52 Soundproof Panels. While it is primarily used by the media students of the BASCJ department for screening of media specific content that requires accurate audio to decipher high level analysis of sound, it is also used for Value Added Courses like Video Gaming in Contemporary Society and Filming workshops whereby students create content.
- There is a state-of-the-art **Sophia Studio** that was constructed in 2022-23 in the Library extension of the Arts building from the RUSA 2.0 grant received by the college. The studio is equipped with all the necessary equipment and acoustics for the preparation of e-content, videos and broadcasting lectures of the BASCJ Department. Students utilize the equipment to create content and a stimulated newsroom with prompts, lighting etc.
- Audio Visual Center/Seminar hall: Besides the above media centers, Sophia has several audio-visual facilities catering to diverse needs of the staff and students which includes the: **Suman Ramesh Tulsiani Convention Centre** located in the basement of the science building**.** With its impressive sound system, air conditioned space and a semi circular seating capacity for 200 people it is perfect for various purposes including screenings of films, seminars, conferences,

webinars. The **Sophia Bhabha Auditorium** is used by the college for different cultural and educational programmes that involve bigger audiences and screenings including club and college festival related events. It has an impressive acoustic set up on the stage that allows for theater and other performances. The lighting, sound and mic set up makes the caliber of the events professional. The seating of Bhabha Hall along with the balcony set up emits royalty echoing the historical past of the college. The **Anderson Annexe AV Hall** is used by the college and departments for organizing talks, orientations, lectures, seminars, co-curricular courses, ananya activities and staff meetings. It has two speakers, air conditioners and mic setup. **Dr**. **Zaibun Y. Jasdanwalla Multi-Purpose Hall** in the Arts building is used primarily for celebrating cultural programmes both by staff and students. The space is also used for organizing college club events and sporting events. The **AV Front and Back** situated above the College Canteen is also used for lectures, workshops and guest lectures where audio visual needs are present. There is also a **Geeta Israni Centre for Quality Assurance** on the 1st floor of the Arts Building - Rear Extension which has a lecture-cum-seminar room where the lectures and seminars of the QA courses take place. It has two speakers, a laptop, two LCD projectors and a screen and is air conditioned.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 52.9

4.4.1.1 *Expenditure incurred on maintenance of  physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 124.2 | 107.96 | 70.54 | 152.11 | 100.51 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2) | View Document |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document | |

**4.4.2**

**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

Sophia College has very well established systems for maintenance and cleaning of 37 classrooms, 18 laboratories, 6 preparation rooms, 5 administrative offices, library and hostel carried out by regular support staff. The college has an AMC for maintenance of Elevators, Air conditioners, Electrical Fittings & Equipments, Fire Extinguishers, Water Pumping, Computers and IT-related equipment and Software, etc, along with maintenance of the Projectors, and Internet facilities. The college is extensively covered under CCTV Surveillance and has Security staff (both male & female) 24X7 on duty.

Other Facilities:

1. Laboratory attendants along with the students ensure safe disposal of the experimental materials after use. Policies for the maintenance of it are laid out to ensure and foster a culture of accountability and excellence of scientific research and academic scholarship. Both the ground floor and first floor main labs are equipped with a fume hood facility. Any experiment which involves the evolution of harmful gasses is carried out in the fume hood. A Logbook is maintained for the maintenance of the equipment of the laboratories.

2. The library undergoes regular pest control two to four times a year to preserve the physical integrity of the books, documents, and other materials housed within the library. There is regular updating of SLIM software, servicing of photocopying machines, computers and updating of antivirus to ensure that the library's digital systems remain efficient, secure and capable of supporting the latest features and technological advancements.

3. The Gymnasium is outfitted with the latest, state-of-the-art equipment, all of which is meticulously

maintained to ensure optimal performance and safety for users. Regular upkeep and servicing of the equipment are conducted to prevent any malfunctions and to provide a high-quality fitness experience. Along with this, the sports policy for the Gymkhana enhances physical well-being, foster teamwork and instill leadership skills among students.

4. The Computer centre is equipped with four laboratories, each providing access to computers, the Internet, printing, and scanning facilities for all the users. To ensure smooth and secure operation, the computers are protected with antivirus software and are serviced regularly. Regular maintenance helps prevent technical issues and keeps the systems in optimal condition. Additionally, a logbook is maintained to record the usage of the facilities, ensuring proper monitoring and management of resources.

5. The centrally-located canteen on campus caters to the needs of both staff and students, providing a convenient spot for meals and refreshments. It is maintained to high standards of cleanliness with daily cleaning routines and regular pest control measures, ensuring a hygienic environment for everyone.

6. The on-campus bookshop serves the diverse needs of students and staff by offering a wide range of academic textbooks, general reading materials, and essential stationery.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 10.99

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 201     | 190     | 245     | 217     | 205     |

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

### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The institution has guided students for competitive examinations and provided career counselling to them, aiming to empower them with the skills and knowledge needed to navigate the complex landscape of professional opportunities.

In the academic year 2020-21, the institution organised events related to opportunities for higher education, career counselling, and an orientation session on B.Ed and other related teaching careers. 167 students participated in these events.

The year 2021-22 witnessed a growth in both the number of events organised for students as well their participation in these events. Four events related to "Career Opportunities in Science and Bridging Academia-Industry Gap", "Carter guidance in Environmental Sciences", "Career Guidance in Genetic Counselling" and "Bio-entrepreneurship and Supporting Ecosystem", under the aegis of DBT Star Status

Programme, were organised by the Department of Microbiology. 298 students participated in these events. The impact of the events was reflected in the placement statistics (27 students found placements) thus showcasing the effectiveness of the guidance provided to them.

In 2022-23, 1124 students actively participated in 16 events, indicating a substantial increase in their engagement and interest in the activities organised by various departments of the college. Some of the events organised included "The B.Ed-CET Exam and Teacher Education Courses", "How to Clear CAT and Group Discussion & Personal Interview (GDPI) in xx days", "Career Opportunities in Basic-Sciences", "Careers in Education- Options and Opportunities" and "Tips to Crack Personal Interview and Group Discussion".

The Department of Mathematics and Statistics organised a student enrichment programme on "Data Analytics in Financial Sector" by Mr Abhishek Sharma who gave the audience an insight into the functional areas of different finance segments such as risk, fraud and forecasting models.

Under the aegis of "CrossScope: A Series of Career Guidance Sessions", various lectures such as "Cracking Entrance and Competitive Exams - Yes You Can" by Dr. Vishal Kadu, "Opportunities in Healthcare" by Mr Syed Samiullah, "Avenues in the Medical field: Radiation Oncology" by Ms Jeevanshu Jain, "Bioanalytical Science: A Roadway to Diverse Opportunities" by Dr Naomita Dhume and "Art in Human Reproduction - Contribution of an Embryologist" by Dr Vijay Mangoli, were conducted.

The BSc IT department held a talk on "Skills Development Required for Career Building in the IT Industry" by Ms Ankita Dube who is an ex-student of Sophia College (BSc IT Batch of 2016-17).

Over the course of these five years, a total of 1,529 students actively participated in 23 events organised by the institution. This consistent upward trend in participation indicates a positive response from the student community, showcasing the institution's commitment to the holistic development of students that goes beyond the limits of the traditional academic curriculum.

The qualitative impact of the guidance and counselling programmes is equally noteworthy. These initiatives have not only equipped students with the necessary skills needed for competitive examinations but have also instilled a sense of direction and purpose in their pursuit for careers.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

**5.1.3**

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

    1. Soft skills

    2.**Language and communication skills**

    3.**Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**

    4.**Awareness of trends in technology**

**Response:** A. All of the above

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

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**5.1.4**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 34.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 165 | 168 | 235 | 246 | 192 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

**5.2.2**

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

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

**Response:** 0.38

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 01 | 02 | 03 | 02 | 03 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response:** 6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 0 | 2 | 2 |

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

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**5.3.2**

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

At Sophia College, the Student Council plays a crucial role in bridging the gap between students and the college administration, and ensuring that student voices are heard and valued.

The College Union Committee (CUC) is the Student Council body which consists of elected representatives like the Class Representatives (CRs), Club Secretaries and members of the Cultural Committee (PRISM). It is headed by the CUC Core team which includes the Student Body President, Cultural Secretary, General Secretary and Treasurer. These roles are filled through democratic elections, ensuring that the Council reflects a diverse range of student perspectives.

The members of the CUC Core Committee are also part of various college committees such as the Placement Cell, the Grievance Committee, the Internal Quality Assurance Cell etc. This ensures an appropriate representation of the students' voices at every level of the administrative functioning of the college.

The college provides students the space to voice their concerns freely through the following avenues:

1. Sophia Grievance Redressal Cell (grievance.redressal@sophiacollege.edu.in)

2. Sophia Anti-Ragging Committee (anti.ragging@sophiacollege.edu.in)

Students who have grievances are encouraged to contact the appropriate committee via the email addresses listed above. The matter is then placed before the respective cell/committee.

In addition to this, a Student Grievance Box is placed outside the Office of the Coordinator of Student

Activities for students who wish to drop their complaints and suggestions anonymously.

Students can also express their academic concerns via the CUC. The CUC takes up issues related to the curriculum, exam schedules and teaching practices and presents them to the college. They ensure that student feedback is incorporated into academic decision-making processes.

The CUC manages various college events, including cultural festivals and sports activities, which are essential for enriching campus life and providing students with valuable organisational and leadership experiences. The CUC fosters a sense of community in college by organising social events, cultural programmes and community service activities. These initiatives help create a supportive and dynamic campus environment. Serving on the CUC offers students valuable experience in leadership, teamwork and strategic planning, which contributes to their personal and professional growth.

The Student Council of Sophia College operates within an institutional framework that ensures democratic representation, advocacy, and effective management of college activities, thus fostering a vibrant and supportive environment for students.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**5.3.3**

**The institution conducts / organizes following activities:**

    1. **Sports competitions/events**
    2. **Cultural competitions/events**
    3. **Technical fest/Academic fest**
    4. **Any other events through Active clubs and forums**

**Response:** A. All four of the above

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

## 5.4 Alumni Engagement

**5.4.1**

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 66.65

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.7500  | 0       | 24.1500 | 18.250  | 23.500  |

| File Description | Document |
|------------------|----------|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.4.2**

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

The Sophia College Ex-students' Association (SCESA), the alumni association of the college, has been actively serving as the link between the college and its alumni despite the fact that it is not a registered body. Over the years, SCESA has been instrumental in creating a very wide network of ex-students from all walks of life. It has facilitated many meaningful and fruitful interactions between its members. It gives them an opportunity to give back to the college.

The SCESA Annual General Meeting (AGM) is held once a year. Members are given updates regarding the events organised by SCESA.

In 2018-2019, SCESA held the Managing Committee Meeting once every month to strengthen the links between SCESA and the CUC.

SCESA instituted The Spirit of Sophia Awards in 2016 to honour members of the teaching and non-teaching staff who have completed 25-30 years of service in Sophia College. 13 members of the teaching and non-teaching staff were honoured with the award in 2018.

On July 6, 2019, SCESA organised a folk music recital by renowned Hindustani classical singer, Dr Soma Ghosh, in collaboration with the Ministry of Culture, Government of India, in the AV Hall.

On August 9, 2019, SCESA organised "Coffee and Cake" for the teaching staff of the college. The special guest for the occasion was Dr Sushma Deo, retired teacher of Philosophy from the Junior College.

12 staff members were honoured with The Spirit of Sophia Awards on the occasion of College Day on December 12, 2019.

The E-Teach Program in Nareshwadi, Dahanu, is an outreach initiative undertaken by SCESA. SCESA has been supporting a rural education project that involves teaching English to students from Grades I to IV belonging to schools whose medium of instruction is Marathi. SCESA also sponsors the services of a facilitator who works with 22 schools in Talasari district of Maharashtra and an additional cluster of 15 schools at Ambeshwari.

The SCESA AGM for the year 2019 which was held on November 23, 2019 was followed by a talk by Ms Apurva Purohit, businesswoman and author of national bestselling books on women empowerment in the workplace, namely, *Lady, You're Not a Man* and *Lady, You're the Boss!*

In February 2020, SCESA organised five sessions on emotional well-being, dancing, physiotherapy and phone technology under the aegis of 'Sugar and Spice', a wellness initiative.

SCESA organised a 'Donate your Bedsheets' drive for Shanti Avedna Sadan, a home for terminally-ill cancer patients. Bedsheets were collected for patients with oozing wounds.

The E-Teach Program at Nareshwadi, Dahanu was affected temporarily by the COVID-19 pandemic. Online classes began in January 2021. SCESA joined hands with Ananda Care Trust to run the programme. The coordinator was allowed to visit schools from June 2021 onwards.

At least four SCESA Bazaars are held every year at Sophia College. Around 15 NGOs participate and promote their crafts and activities in these Bazaars, which also provide the staff and students an opportunity to shop for a cause.

| File Description | Document |
| --- | --- |
| Provide the link for additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The Management and the Governing Body play a major role in ensuring that the mission and vision of the college serve as the foundation of all its academic, co-curricular and outreach efforts.

The college ensured that the quality of its teaching and learning was maintained through all the shifts in systems, namely, autonomy, online teaching, hybrid teaching, offline teaching and NEP. Autonomy provided the college an opportunity to design syllabi that met the objective of training students to think critically, independently and creatively. The college successfully managed to shift its academic and administrative operations entirely to the online mode during the pandemic. In 2021-22, it successfully facilitated the shift to hybrid teaching with a fully functional WiFi set-up. Each department was given a laptop.

The implementation of NEP at Sophia College was carried out in a systematic manner. All the major parameters of the policy, namely, interdisciplinarity, academic flexibility, allowing learners to switch between alternative modes of learning and giving them ABC ids, were deliberated upon and implemented. The NEP Core Committee and NEP Implementation Committee were formed to facilitate an effective transition to the NEP system. Structured orientation sessions were conducted for staff and students. The meetings of Boards of Studies as well the Academic Council were held as per the University guidelines. Detailed SOPs related to examinations were prepared for both teachers and students.

The institution grew steadily over the five years. The use of the Cloud Diary app helped the college streamline the process of declaring results during the period of online teaching. Facilities like E-Cell, the Digital Studio, Wi-Fi connectivity, Zoom licenses, access to G-Suite (which includes Google Classrooms) and college domain ids are provided to staff and students. The attendance system has been made transparent through the use of TeachUs app. The RUSA grant helped the college organise workshops, FDPs, seminars and conferences. Research at Sophia College has flourished due to avenues like the Research and Development Cell (R&D Cell), and *SCRIBE, Sophia Lucid* and *Sophia Luminous,* the journals for staff and student research respectively. The college introduced an MA in Gender Studies as well as add-on and certificate courses on a wide variety of topics.

Administrative decentralisation at Sophia College ensures that staff members participate in the collective decision-making process through various committees. Departments organise events for Ananya, an annual festival which revolves around the theme of the year. The College Union Committee (CUC) holds elections every year which the student body actively participates in.

The short term and long term plans of the institution include taking concrete steps in three main areas: academics, employability and research. It will continue to design syllabi and offer skill-based add-on and certificate courses that foster independent thinking in students. It will provide skills to students that make them more employable, collaborate with industry experts and ex-students, and strive to improve student placement numbers. It will continue to encourage research and forge more partnerships with national and international educational institutions through MoUs.

| File Description | Document |
| --- | --- |
| Provide the link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The administrative system of the college is well-structured, highly organised and extremely efficient. It ensures that decisions are made and implemented in a democratic, systematic, smooth and effective manner.

The administrative and academic functioning of the college takes place through bodies and committees such as the Governing Body, the College Development Committee, IQAC, the Planning and Evaluation Committee, the Academic Council and Boards of Studies. Sophia College has created a long and rich legacy for itself in the field of women's education. The Management and the Governing Body steer the institution towards its mission of empowering women through education and providing them opportunities for self-growth. Together, the committees represent members of the management, the teaching and non-teaching staff, and students. They cover various aspects of the institution's functioning, namely, administration, academics, examination, admissions, infrastructure, student support, grievance, research and co-curricular activities.

The period of NAAC assessment has seen the college undergo many paradigmatic shifts, namely, autonomy, online teaching, hybrid teaching, offline teaching and NEP. The committees mentioned above met regularly to deliberate over the decisions that needed to be made and how they could be implemented. Their thorough and detailed consideration of a wide range of issues made it possible for the college to adapt to the shifts, pre-empt many of the challenges associated with them, and deal proactively and swiftly with the unforeseen ones.

The college has always followed the practice of sharing its overall plan for the academic year with staff members and students via the academic calendar and the college calendar . The calendars contain the dates of major college events like Prize Day, College Day etc., student-led events, regular and ATKT/Additional examinations, results, holidays etc., and, therefore, help staff and students plan their

schedules in advance. Another decades-old practice that the college follows is providing a handbook to every student at the start of the year. It contains all the information that students need to navigate their way through college, allows them to maintain a record of their participation in academic and co-curricular activities, and helps them plan their daily schedule. A notable feature of the handbook is that it contains dedicated space for students to make a note of their personal observations of and reflections on their experiences in college.

The college adheres to government and UGC regulations with regard to the appointment of staff, payment of salaries, leaves and promotions.

The college has formulated an exhaustive list of policies like the Anti-Sexual Harassment Compliance Policy, Policy for Diviangjan Friendly Campus, the Sophia Grievance Redressal Cell, the Scholarship and Financial Aid Policy and Green Policy. Some areas of concern that these policies address include preventing and addressing instances of sexual harassment in the college, fostering a sense of belonging and empowerment among Divyangjan students, and addressing and resolving concerns or complaints raised by students. They  help make the campus an inclusive, accessible, safe, environment-friendly and respectful space for all the stakeholders.

| File Description | Document |
|---|---|
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The college follows a systematic performance appraisal system (PBAS form) which is circulated and collected from faculty members annually. The college has adopted several welfare measures for the teaching staff for their career development and progression. In-house scholarships like the Mahindra Dhan-Devi, Dubey-Lobo scholarship and Barbara Naidu scholarship are provided to staff members to pursue research. Travel grants have been provided to faculty members through RUSA and STAR DBT for attending national-level conferences. The IQAC actively encourages faculty members to acquire skills by organising and participating in Faculty Development Programmes (FDPs), workshops and conferences.

The Suman Tulsiani Research Centre is equipped with high-end equipment purchased from several grants awarded to the college, including DST-FIST, UGC Innovative programme, Star College and RUSA, and it is used as a common research facility by all science departments. Star College Scheme is a unique programme sponsored by DBT to strengthen the academic and physical infrastructure for achieving excellence in teaching and training at the Undergraduate level. This scheme has helped in organising FDPs which facilitate teaching-learning and research. The programme lays strong emphasis on interdisciplinary and collaborative activities. This has encouraged departments to organise training programmes, workshops and seminars on various scientific topics.

Funds from RUSA have strengthened the culture of research in college and has enabled faculty members to purchase books and equipment. This has resulted in quality publications by faculty members.

Multiple welfare schemes are provided for the teaching staff. Facilities are made available to teaching faculty like the gymnasium with trainers at a subsidised rate. Computer labs are available for facilitating

various institutional as well as personal work. Usage of computers and internet are free of cost to teachers for their departmental work and printing is at a subsidised rate. Free internet facility is provided in the staff room. The staff canteen offers food at a subsidised rate with a cup of tea served free every day. Library facilities are provided to the teaching faculty and 14 books can be issued to teaching staff at a time along with a reasonable annual grant for purchase of books. Parking space facility is provided for two wheelers and four wheelers to teaching faculty. Accommodation on campus for teaching staff is provided at *Gurukul* on need-basis application and *Ashirvad* for non-teaching staff on a subsidised rental basis.

During the pandemic, additional welfare measures were taken. Teaching staff were paid full salary with no deductions. Staff or family members suffering from Covid-19 were given full pay and leave was granted to them. Work-from-home facility was provided to teaching staff. Social distancing norms were followed on campus post lockdown. Arrangements like checkpoints to measure temperature and pedestal sanitizer stands were installed at prominent places to ensure safety protocol. Covid-19 vaccination camps were arranged for teaching staff on campus after the lockdown. Provisions like the Symbal Fund are used to provide financial assistance and loans to the non-teaching staff.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**6.3.2**

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

**Response:** 3.73

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 5 | 1 | 0 | 1 | 3 |

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 23.88

6.3.3.1 **Total number of  teachers  who have undergone online/ face-to-face  Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 12 | 14 | 20 | 15 | 3 |

| File Description | Document |
|---|---|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the certificates of the program attended by teachers. | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

At Sophia College for Women (Autonomous), funding is crucial to the college's mission of advancing the education and empowerment of women. The college utilizes various sources to organize funds, including tuition fees (for self-financed courses), hostel fees, rental income from film and ad shoots, sale of admission forms, charges for student services, interest from savings and fixed deposits, fees from add-on courses, donations and membership fees from associations like alumni and student- led event contributions such as Kaleidoscope. Additionally, Sophia College for Women procures government funding through major and minor research projects, DBT STAR, and RUSA initiatives, strengthening its financial base.

Sophia College for Women (Autonomous), as a government grant-in-aid institution, abides by a vigorous financial policy which aims at supporting the efficient use of resources across academic, administrative, and research activities in college. Financial planning, meticulously planned and thoroughly conducted at the outset of each academic year, ensures a fair and judicious allocation of funds. Major institutional expenditures are directed towards management salaries, costs of maintenance, general operational expenses, and developmental projects in college campus. This well-planned financial management framework ensures that these resources are resourcefully allocated and fairly distributed to support educational endeavors, maintain educational infrastructure, and ensure the institution's growth and integrity.

The college prioritizes continuous academic and infrastructural improvement and periodically upgrades its equipment, instruments and systems such as examination and assessment processes, to uphold academic standards. This commitment highlights the dedication of Sophia College to enhancing educational commitment and administrative efficiency. Both the faculty and staff contribute to this mission, working diligently to ensure and safeguard a fair and judicious allocation and utilization of resources. Their efforts ensure that Sophia College not only meets but exceeds its educational objectives, thereby enriching the lives and future of its students. In its commitment to ensure and maintain academic integrity, the college management too contributes financially by ensuring the continuity and health of the teaching-learning process and the institution as a whole by funding teaching and non-teaching positions non- NOC (positions for which NOCs are not available) in the absence of government funding.

In summary, Sophia College's funding strategy aims to integrate diverse revenue streams with disciplined financial planning to support its mission of educational excellence and women's empowerment. Through a thoughtful integration of self-generated income streams and government support, the college aims towards academic and institutional excellence. This approach is holistic as it not only supports current initiatives and programs but also lays a foundation for future institutional growth.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 15.83

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 2.5 | 2.6 | 1.17 | 4.60726 | 4.95 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the sanction letters received from government/ non government bodies and philanthropists | [View Document](#) |
| Annual audited statements of accounts highlighting the grants received | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

Sophia College upholds a stringent framework for financial management, ensuring accountability and transparency through annual audits and meticulous adherence to government regulations. The college conducts comprehensive financial audits each year, fostering a culture of discipline and transparency in financial practices. This process not only verifies the accuracy of financial records but also serves as a means to instill best practices in financial management among staff and administrators.

At Sophia College for Women, a standardized operating procedure is followed in the accounts office and it governs all financial transactions. It aims at ensuring consistency and reliability in all financial processes. Government norms are strictly adhered to during audits and they guarantee compliance with all regulatory requirements, representing and reinforcing the college's commitment to sound financial governance. All books of accounts are strictly maintained by the accounts staff in accordance with these established norms. Additionally, all accounts are accurately maintained, along with detailed financial records.

Internal audits play a crucial role in verifying compliance with taxation requirements, including timely payments of GST and other levies. These audits scrutinize data from various sources, such as receipts and payment records, meticulously, to ensure accuracy. This proactive approach is not only helpful as it mitigates potential financial risks but also beneficial to the health of the institution as it strengthens the college's financial integrity.

Externally, the college engages the services of Chhotalal H. Shah & Co, a reputable auditing firm, to conduct a thorough external audit. This independent audit encompasses a comprehensive review of all financial accounts, bills, vouchers, and statements. Utilization certificates, crucial documents certifying the proper use of allocated funds, are meticulously verified and certified by the external auditor, further

underlining the college's commitment to financial accountability. The auditor's role extends to preparing and finalizing the college's balance sheet, providing an objective assessment of financial health and compliance with auditing standards.

Salary disbursement at Sophia College exemplifies its commitment to efficiency and transparency. Staff paid by the government receive their salaries through online transfers, ensuring timely and secure payments. Similarly, employees on the management payroll are remunerated via NEFT, utilizing modern banking facilities for smooth hassle-free transaction processing.

In conclusion, Sophia College's rigorous financial management practices include annual audits, periodic assessments by the comptroller general's office, adherence to government regulations, meticulous internal audits, and engagement with reputable external auditors. These measures do not only uphold transparency and accountability but also reinforce the college's commitment to financial accountability and excellence in all domains. By maintaining effective financial controls and following efficient and best practices, Sophia College for Women ensures that its financial operations support its central mission of providing quality education to women and paving a path for their empowerment.

| File Description | Document |
|---|---|
| Provide the link for additional information | **View Document** |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

In the third cycle of the NAAC peer team visit, it was recommended that the college should seek autonomy. After gaining autonomy in 2018, IQAC has continued to champion the cause of quality check through a systematic review and enhancement of the teaching-learning process and methodologies of

learning outcomes. It has facilitated the procurement of grants and other revenue generating mechanisms like the Rotary prizes, minor research grants by ICSSR, RUSA, UGC, DBT-STAR etc. The college has ensured that all initiatives are in adherence to the regulatory requirements and strive for excellence in educational outcomes. These strategies have been designed to be systematic, data-driven and collaborative, aiming to foster continuous improvement in the college's educational practices.

Practice-I

Stakeholder Engagement and Collaboration

- IQAC promotes stakeholder engagement and collaboration through various departments. This includes involving industry experts, alumni, and advisory boards in curriculum design.
- By soliciting feedback from external stakeholders, IQAC ensures that educational programmes are aligned with the current industry practices and meet employer expectations. This collaborative approach enhances the employability of graduates and strengthens partnerships between the institution and the broader community.
- The practices include inclusion of industry experts on the BoS constitution of each department, internship and placement opportunities for the students and hosting of guest lectures and workshops by industry experts.
- IQAC has played a pivotal role in signing MoUs with 18 organizations during the past five years.
- With the guidance of the various stakeholders, the college has started Add-on courses to students on various emerging research trends and practices across all departments.
- Research grants through RUSA, DBT-STAR, ICSSR, MU and UGC have been procured by faculty members. In-house research grants like Shri Dhandevi Mahendra Scholarship, Lobo Dubey Research Scholarship and Dr. (Mrs.) Barbara Naidu Memorial Scholarship have been awarded to teachers.

Practice-II

Establishment of Comprehensive Faculty Development Initiatives

In order to review the teaching-learning process, structures & methodologies of operations and learning outcomes, IQAC has streamlined the following initiatives during the past five years.

- There has been a conscious transition to Outcome Based Education (OBE). To meet the demands of OBE, faculty members have been trained by experts in this area.
- Establishment of research journals and magazines. IQAC has been committed to the purpose of promoting research-oriented learning among students. Staff members and students have been facilitated with a platform to pursue research. IQAC has instituted two more national level peer reviewed research journals- 1) *Sophia Lucid* for doctoral candidates and faculty members, 2) *Sophia Luminous* for undergraduate and postgraduate students. This will be in addition to the two other existing research journals run by the college (SCRIBE and Urdhva Mula)
- Conduct of FDPs and enrichment programmes related to research have been incorporated into the annual IQAC calendar.
- Conduct of FDPs and enrichment sessions related to Teaching and Learning Process, Promotions, Autonomy, NAAC, NEP etc have been factored in as well. IQAC has organized national and state level workshops, seminars and conferences on these areas.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**6.5.2**

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

Based on the recommendations provided by the NAAC Peer Team in the third cycle, the following incremental initiatives were taken by IQAC, ensuring that it aligns with our institutional goals and standards of excellence. Initiatives were reinforced by IQAC to comply with the peer-team recommendations in terms of avenues for expansion of physical infrastructure, virtual platforms for student interaction and preparation of long term and short-term planning.

Example- I

Quality Audits, Assessments and Planning

- IQAC conducts regular comprehensive quality audits and internal assessments of academic programmes and teaching practices. These assessments include evaluating course outcomes, student performance data, and adherence to academic regulations.
- By analyzing these audit reports and metrics, IQAC identifies areas of improvement and monitors progress towards achieving educational objectives. In connection with teaching and learning, exam audit and academic audit were conducted over the past five years.
- The Planning and Evaluation committee meets regularly to discuss, evaluate and suggest strategies to plan the extant and future challenges.
- In order to strengthen the existing student counseling programmes, IQAC has initiated the Mentor-Mentee programme and the Peer-Pal system.
- Adhering to the recommendations of the third cycle of NAAC peer team to expand the existing physical infrastructure, the college has launched a studio to ensure that hands-on experience will be provided to the students of media and communication as well as a platform for teachers to develop moocs and other academic e-content.
- The newly set up E-cell is also used for the planning and designing of Career Connect.

Example-II

Continuous Monitoring and Feedback Mechanism

- IQAC has established mechanisms for continuous monitoring and feedback on the implementation of outcome based learning. This includes gathering feedback from faculty and students on the relevance and effectiveness of learning outcomes.

- Regular reviews and assessments conducted by IQAC through different departments ensure that the curriculum remains responsive to emerging trends and evolving industry needs. Adjustments and improvements are made based on data-driven insights gathered through these monitoring mechanisms, fostering a culture of continuous improvement within the institution.
- The practices include collection of TAQs, review meetings with the Principal (individual and departmental) and the submission of action taken reports.
- The creation of social media profiles of the college and individual departments (Facebook, Instagram, LinkedIn etc) have enabled interaction with interested parties and has enabled us to reach out to the changing communication patterns of the student community.
- Management Information System (MIS) has been incorporated into the processes related to admission, enrollment, attendance, evaluation, marks entry, publication of results etc.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

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**6.5.3**

**Institution has adopted the following for Quality assurance*:**

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

The most prominent and long-standing aims of Sophia College for Women is to maintain and nurture a safe, secure and inspiring environment for its students. In order to ensure the institution's focus on women's development, it conducts gender audits to maintain a smooth line of communication and get constructive feedback from its primary stakeholders. In addition to gender audits, the institution also follows a well-thought and carefully planned annual gender sensitisation action plan which is executed with the help of various workshops and activities conducted by various departments, as well as through the curriculum. Gender remains a central concern in all our endeavors at both curricular and at extracurricular level.

Spearheading the institutional focus on gender issues and gender equity is the Sophia Centre for Women's Studies and Development (SCWSD). It conducts multiple courses throughout the academic year, all of which are designed to address the needs of a diverse set of students. Hence, while the emphasis of some is skill acquisition, others focus on knowledge and research. As a norm,every year the Sophia Centre for Women's Studies and Development conducts five Certificate courses in Women's Empowerment; Social Work Focusing on Issues Related to Women and Girls; Basics in Baking; Social Research Methods as well as Food and Nutrition. The courses offered by the SCWSD, along with other departments, also aim at imparting skills that empower women to earn a living and find professional exposure aimed at making them independent young women. Value-added courses are especially designed to keep the skill set of students updated with the demands of a changing job industry.

Representing the institutional commitment to promoting gender equity, the college has a fully equipped counseling J. N. Heredia Counseling Center provides free counseling services to all students of Sophia College (autonomous) to promote their holistic well-being and development into the best academic and social versions of themselves. Other student-friendly spaces include a common room, medical facilities, a gymnasium and a CCTV to maintain safety and security of our students. The IDs of all students are checked unfailingly at the main entrances. To summarize, Sophia College is committed to maintaining a safe learning environment for its students and promotes gender equity at both academic, co- curricular and organizational levels.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**7.1.2**

*The Institution has facilities for alternate sources of energy and energy conservation measures*
**1. Solar energy**
**2. Biogas plant**
**3. Wheeling to the Grid**
**4. Sensor-based energy conservation**
**5. Use of LED bulbs/ power efficient equipment**
**6. Wind mill or any other clean green energy**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.3**

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste  management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

Sophia College is dedicated to promoting environmental sustainability and responsible waste management as a part of its commitment to society and environment. Therefore it hails responsible waste management as one of its key practices.

Solid waste management is carried responsibly through a bio-composter which handles biodegradable waste. This composter (100 kg capacity) converts waste into compost, achieving a 90% reduction in weight. The produced compost is utilized in college gardens as manure, thereby enriching the soil. All surplus compost is distributed to the community, fostering a culture of sustainability. Dry leaves from college gardens are not burnt, but are collected in one tree guard and three indigenous meshed guards that have been erected in different areas of the garden. The collected dry leaves are left in them to compost naturally. The compost thus produced gets utilized in the garden only by the process of natural recycling.

The college also implements systems for the responsible management of liquid waste. The TYB.Sc. students are asked to submit the compounds that are given to them for their chemistry practicals. These are then used for  qualitative analysis of organic compounds in SY B.Sc class. Further, unused standard solutions prepared by the students are used for extension experiments. As a practice, most experiments are carried out at microscale level, in order to reduce waste production. Hazardous chemical waste

requires stringent safety protocols. Therefore, 'fume hoods' are used to restrict the spread of hazardous gasses.

Additionally, biomedical waste, which includes potentially infectious materials from the Biology, Life Sciences, and Microbiology laboratories, is managed with stringent protocols in compliance with the Laboratory Waste Management Policy of the college. Waste is segregated at the source into clearly labeled containers and then decontaminated using autoclaves or chemical disinfectants. These procedures ensure that the waste is rendered non-infectious before disposal.

  General waste recycling is carried through a well regulated strategy whereby dedicated bins for paper, tetra packs, plastic, and metals are placed throughout the campus. Broken glass, often a result of science experiments, is collected separately and is given to BMC separately labeled as 'Glass'. These bins ensure proper disposal and segregation of recyclable waste, which is then processed and sent to recycling facilities.

Lastly, Sophia College has taken proactive steps to manage its e-waste. The BSc IT Department, SIGMA club, Nature Club and NSS organize e-waste collection drives periodically. They coordinate with a certified recycler to ensure the proper disposal of these items. This ensures safe disposal but also educates students about the importance of responsible e-waste management.

These waste management facilities and practices reflect the commitment of Sophia College to environmental sustainability. Through initiatives like bio-composting, e-waste collection, recycling programs, and strict handling of hazardous materials, the college not only minimizes its ecological footprint but also educates and inspires students and staff to be responsible stewards of the environment.

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |

**7.1.4**

**Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.5**

**Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The Green Campus initiatives at Sophia College, Mumbai, focuses on creating an environmentally sustainable and eco-friendly campus. Here are the key components of the initiative:

**Restricted Entry of Automobiles** - In order to reduce the carbon footprint, the college strictly monitors vehicle entry at the main gate through vigilant security guards. Only a limited number of vehicles, primarily those belonging to staff with official permission, are allowed inside the campus. This policy has significantly reduced vehicular congestion and emissions. Additionally, the campus is equipped with wide, clean, and pedestrian-friendly pathways.

**Ban on Use of Plastic -**The college has implemented stringent measures to minimize plastic usage. Only recyclable plastics are permitted on campus. The canteen has been particularly proactive in this regard, promoting use of eco-friendly alternatives to plastic cups, straws, spoons, and food packaging materials. This effort not only reduced plastic waste but also raised awareness about sustainable practices among students and staff.

**Landscaping and Green Cover-** Approximately 25% of the campus is under beautifully landscaped green cover, contributing to a serene and healthy environment. The college has engaged stakeholders in various activities to foster a connection with nature. Lessons based on the works of nature poets like Nirala ji, Mahadevi Verma, Maithili Sharan Gupta, and Sumitra Nandan Pant and Romantic poets like Wordsworth help students appreciate nature through literature.

**Educational and Sensitization Activities** - Several field trips and events have been organized to educate students about environmental conservation. The notable activities include Nature Trails organized as educational walks at the Conservation Education Center in 2023. Additionally, field trips have been organized to Veermata Jijabai Bhosale Udyan, Byculla Zoo (2022), Sanjay Gandhi National Park, Borivali (2023), and to Haji Ali Shoreline, Mumbai (2023). Such outings provided hands-on learning experiences about eco-friendly practices and biodiversity.

**Activities under Swachch Bharat Abhiyan**- Aligning with the National Swachh Bharat mission, the college conducted various cleanliness drives. Notable efforts include the cleanliness drives conducted in 2022, the "Keen to Clean" initiatives in 2022, and a campus clean-up drive organized in 2023. These activities not only enhance campus hygiene but also instill a sense of responsibility towards the

community and society among students.

Through these efforts, Sophia College has effectively integrated environmental sustainability into its campus culture, demonstrating a strong commitment to protecting and nurturing the environment.

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

**Response:** B. Any 3 of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

Disabled-friendly and barrier-free environment at Sophia College.

 In order to empower women through education, all college facilities are equally accessible to all our students. The college strives to be the flag bearer of the message of inclusivity and accommodates diversity at all levels.

One of the ways in which it does so is by making college infrastructure accessible to all its stakeholders. All the buildings i.e. Science, Arts and Sophia Andersson Annexe are equipped with lifts. The buildings are interconnected to facilitate easy movement. Ramps and hand railings too have been provided in strategic locations to make these buildings accessible to the disabled.

General facilities have been made disabled-friendly.  They are located on the ground floor to ensure easy accessibility. The entrance to the toilet has ramps, and is free from any potential obstacles.The interior space provides for adequate maneuverability, spacing, and is equipped with easy-to-use fixtures. The presence and positioning of grab bars and support rails within the toilet stall ensure easy accessibility. The height of the toilet has been decided while keeping the ease of use for individuals with varying abilities in mind.

As a culmination of the enduring efforts of the college to provide an accessible and barrier-free environment for disabled students, Accessibility Audit was conducted at Sophia College in 2024. The report provides an in-depth analysis of the Accessible toilet facilities at Sophia College, with a focus on accessibility, usability, and compliance with relevant standards. The evaluation was conducted to ensure that the facilities adequately cater to the needs of individuals with diverse abilities and to guide future enhancements. Ongoing assessments and improvements are encouraged to maintain high standards.

In keeping with the institutional commitment to maintain Sophia as a barrier-free environment the recommendations made by the audit report  are in the process of being implemented. The suggestions are largely concerned with further improvements in the toilets. In addition to these, the  in-built screen readers are available for the website, braille-keyboards for computers, books in braille and audio-books for 'divyangjan'. During the examinations, the facility of a Scribe or Human assistance is made available as per requirement. The LD students are allowed to use extra time as per the guidelines of University of Mumbai. Special provision was made for a student with Dystonia to use an IPad as an assistive device during the exam to write the answers which were then transcribed on the answersheet by a writer.

The College administration, staff and students are sensitive towards physically and visually challenged individuals and stakeholders. The campus also houses a special school, S.P.J. Sadhana School for the mentally challenged individuals and tries to empower them by providing them a certain skill set . Many student volunteers from degree college spend time with them.

| File Description | Document |
|---|---|
| Provide the link for additional information | [View Document](#) |

**7.1.8**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

The College upholds an open and inclusive setting where no one faces discrimination due to their faith, cultural background,language and social status. In this way the college embraces and represents the multicultural and diverse makeup of Indian culture. It  embraces and expresses its sensitivity towards cultural differences through many activities that build a spirit of empathy and inclusivity among people. It does so by enabling departments to organize  a range of programs like workshops, online talks, and cultural swaps.

A spirit of social consciousness is also reflected in various activities that have been organized by departments and clubs. For example, in order to spread awareness about legal marriage age,  students made online posters about India's legal marriage age. In another event, titled "The Right to Choice," renowned lawyer Lara Jesani was invited to discuss the new legal marriage age. Furthermore, student clubs like the International Relations Club held a talk about land fights between countries  and contemplated issues like world safety and issues of area dispute.  As a reflection of the inclusive spirit of Sophia College, Ashok Row Kavi spent three days with our students sharing and discussing LGBTQIA struggles. Clubs like the Bhartiya Sanskritik Parishad promote Indian Culture and make the student body aware of the wonderfully diverse and enriching country and culture that they are  a part of.

At a departmental level, events like  Samajik Sociology 2.0, are organized to inspire critical and socially productive thoughts and ideas. Additionally, NSS plays a crucial role in inculcating a spirit of social responsibility by events like blood donation drives and camps organized for helping  TMH cancer patients. These acts do not only showcase the quintessential spirit of inclusivity that the institution stands for , but also foster an affirmative learning and socially conscious environment for all its learners.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |

**7.1.9**

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

We, at Sophia College for Women, believe that it is our obligation and duty towards our students to make

them aware of the constitutional values, right, duties and responsibilities towards the nation. This is done through the department activities which focus upon raising awareness about issues of contemporary relevance. The NSS and Sports Department of Sophia College also play an important role in making students aware and sensitive about their role as active and responsible citizens of India. For example, in 2020 the celebration of Independence Day, was organised jointly by Sports club and NSS in the form of various competitions. Inter-collegiate competitions for Slogan-writing, Poster making as well as a Quiz were conducted. The 72nd Republic Day of India was celebrated by organizing various creative and enriching activities like quizzes, face painting, rangoli making and a brainstorming session on Constitutional Acts. The month ended with a wonderful competition 'Ek Bharat Shreshta Bharat', wherein participants represented their culture. The event signified the beauty of the concept of 'Unity in Diversity'. In 2021, Voter Registration Drive was organised by the NSS Unit of Sophia College as a part of a voter's registration drive launched by the NSS Cell of the University of Mumbai in collaboration with Mark Your Presence registered as many as 49 voters. The volunteers attended a training session on online voter registration. Then they helped students and even their family members in getting registered as voters. Furthermore, in 2022-23, the NSS Unit of Sophia College in collaboration with the 185 Malabar Hill Constituency organized a Voter's Registration Drive. The aim of this drive was the registration of new Voter IDs as the youth of this nation were also provided with the option of making changes to the old ones. Both online and offline registrations were done. With the help of 10 NSS volunteers, 20 beneficiaries were reported. About 60-70 students of the college were also reported to come and gain information regarding Voter ids. Four Government officials spoke to the volunteers regarding the process of creating a voter ID.

To summarise the college leaves no stone unturned to make its students aware of their national, social and civic responsibilities. Especially through our co-curricular activities, we aim at creating aware citizens of the country who help shape its sensibility in the future years.

| File Description | Document |
|---|---|
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | [View Document](#) |

**7.1.10**

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice I: Add-on Courses**

At Sophia College for Women, departments in the Senior College conduct add-on one-credit certificate courses in one or both terms of an academic year. Senior college students are encouraged to join a course based on their interest. These courses include face-to-face contact hours, as well as self-learning components that add up to a minimum of 30 hours of work. Some courses are discussion-based, exam based, research oriented, activity-based etc. Many of these courses are interdisciplinary and offer our students a unique opportunity to look beyond the regular curriculum and expand their intellectual horizons. Upon satisfactory completion of all mandatory components of the course, the students receive a completion certificate. Those who successfully complete such courses get one credit added to their final Degree Mark Sheet.

These courses present a distinctive advantage as they allow students to enrich their primary studies with specialized knowledge of various domains. A thematic survey of the courses offered by various departments of Sophia College for Women reveals a diverse range of courses which highlight an extensive array of educational opportunities and skill enhancement. Programs like Social Research Methods, Social Work, and Women's Empowerment focus on societal contributions and community support. Creative disciplines such as Baking, Music Theory, and Filmmaking cater to artistic and practical skill-building. Computer Programming, Data Analysis, and Bioinformatics are centered around technical and digital competencies. Courses on Gender Inclusivity, Peace and Conflict Resolution, and Ethical Hacking address modern issues and cybersecurity. Additionally, Ancient Civilizations, History of Food, and Knowledge Systems provide cultural and historical insights. This variety reflects a dedication to fostering both professional skills and personal development across fields. The rich tapestry of courses offered to the students provides them more avenues for learning and skill development. Through these courses, the institution is able to bridge the gap between academia and industry and between theoretical learnings and real-world professional domains.

The funding received from RUSA was directed towards enabling the departments to create and execute these courses. Many students passed and gained tremendously from these add-on courses. A few courses that have shown consistent or increased participation include courses on Entrepreneurship Skills, Advanced Computer Skills Programme. Other courses like Film Appreciation and Music Theory have shown stable enrollment. Courses like Certificate Course in Social Research Methods and Academic Writing and Gender Inclusivity have maintained high levels of participation across years, highlighting

their relevance and effectiveness in meeting educational needs. Specialized and niche courses which indicate emerging trends in both academia and industry have also shown a consistent interest from our students.Courses like 'Posthumanism' and 'Innovation in Natural Dyeing and Entrepreneurship Opportunities' have demonstrated a growing interest, which could indicate shifting educational trends or emerging fields of study.

**SUPPORTING** **DOCUMENTS**
- https://www.sophiacollegemumbai.com/upload/SSR/721_BestPracticeAddoncourses.pdf

**BEST PRACTICE II-  Focus on Holistic Well Being of Students**

At Sophia College for Women, as a part of empowering women through education, holistic wellness measures to enhance students' well-being are done by means of activities undertaken to ensure the physical, mental, emotional, and social health of all our students. It was undertaken through the following ways from 2018-2023.

**COVID-19 Support**: During the COVID-19 pandemic, many institutions faced significant disruptions. To address these challenges, Sophia College introduced online counseling through the Counseling Center. It was crucial for maintaining educational continuity and providing necessary emotional support during a period of uncertainty. Additionally, the department of Psychology organized many activities and events to raise awareness about the significance of mental health.

**Mentor Mentee:** The mentor-mentee program supports students to help them overcome academic and adjustment challenges in the institutions.  Students meet their mentors regularly and provide them guidance as per the college mentor-mentee policy. The mentors provided them holistic and multidimensional guidance to make their college experience a more enriching one.

**Sports Activities:** In order to consistently promote the physical well being of its students, the institution follows a sports policy  and  strives to create a healthy balance between sports facilities and increase participation across diverse disciplines in sports. The college organized a multitude of activities including basketball tournaments, yoga sessions etcetera.Student participation made these activities meaningful and they also offered a space to our students to build virtues like team spirit, collaboration, empathy and hardwork.

**NSS and Social Causes**: The National Service Scheme (NSS) played a vital role in engaging students with social causes. Through NSS, students participated in community service projects that addressed various societal issues. In addition to organizing social outreach activities, the NSS also organized events for student welfare and spiritual health.

**Nobel Oration Lecture Series**: In order to supplement the curriculum with the knowledge of the latest advancements in academic and professional world, and to help them understand and analyze the world through a scientific and critical lens, the college conducted The Nobel Oration lecture series. To encourage a rational and evidence-based approach, many departments organized lectures and workshops aimed at promoting scientific temper and keeping students updated about the latest trends in academic research at a global level.

**In-house Student Research Culture:** In order to inculcate an aptitude for research and provide students with avenues to publish as well, the college offers journals like SCRIBE (sciences) and Luminous (arts and humanities). In addition to these journals, the college also offers unique platforms like EXAP and EXSP to its students to present their research to their peers and teachers. The teachers also work with the students as guides.

The student engagement in all these programmes of Sophia College for Women, speaks of their relevance. Sports and NSS activities too continue to attract passionate student participation. The lectures and the published research reflect how students find these avenues valuable. Similarly, papers presented in the EXAP and EXSP programmes prove that they are enriching for our students.

**SUPPORTING**                                                   **DOCUMENTS**
- https://www.sophiacollegemumbai.com/upload/SSR/722_Final_BestPractice-2.pdf

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Institutional Distinctiveness**

The postgraduate Diploma Course in 'Quality Assurance in the Foods, Pharmaceuticals and Allied Industries' at Sophia College strives to help students achieve their full potential and pursue fulfilling careers through a program of current relevance.

**Course overview**

Launched in 1993 as a part of the Golden Jubilee celebrations of Sophia College for Women, the one and a half year postgraduate Diploma course in Quality Assurance (QA) initially focused on the Food Industry. It was later expanded to include QA in the Pharmaceuticals Industry, and more recently all Allied Industries, to meet the need for quality professionals in diverse sectors and offer students wider career opportunities. Today, Quality Assurance is recognized as crucial to the success of any industry, leading to a growing demand for 'Quality' professionals. Till date, over 550 students have completed this course and are employed, many in senior positions, in diverse fields such as Quality Assurance, Research & Development, Production, Quality Audits, Regulatory Affairs, Intellectual Property Rights and Marketing, in national and international organizations.

**Key highlights of the course**

- Autonomy and flexibility: The course benefits from complete autonomy in planning and execution, encouraged by the college management.

- Inclusive admission: The course does not have a cut-off percentage, admitting students through an entrance test, group discussion, and personal interview.

- Diverse student group: Science graduates, both men and women, from diverse backgrounds graduating from various colleges in Mumbai, other cities in Maharashtra and other states of India benefit from the course.

- Opportunities for first-generation learners: Several first-generation learners have been trained, contributing to family upliftment.

- Dynamic curriculum: Students are exposed to the latest developments in the field of Quality Assurance through a curriculum updated periodically. Assessment is based on weekly laboratory work, seminars, periodic tests and term-end examinations. Further, internship performance is graded by the concerned industry.

- A holistic perspective towards education: The course emphasizes not only technical skills but also the overall development of students through activities collectively designed to enhance soft skills, develop personality, improve communication skills and increase confidence. Activities are organised to help students increase creativity, improve physical fitness, build team-work and event management skills, promote social and environmental concern and foster patriotic spirit. The students actively and enthusiastically participate in all College activities including the college Youth Festival, Kaleidoscope. A 'Community Kitchen' organised for the entire College at 'Ananya', the intra-collegiate Festival, encourages bonding within the Sophia College student and staff community besides spreading awareness about healthy food habits.

- Industry Recognition: The relevance of the course is acknowledged through scholarships and prizes for meritorious students sponsored by both industries and professional bodies like the Association of Food Scientists and Technologists (AFST).

- Placement and Progression: Most students are placed, reflecting the course's strong industry connections and relevance. Sophia College QA graduates now hold a variety of senior positions in Quality-related professions including in regulatory bodies like the FDA.

- Global Reach: Sophia College QA graduates have successfully secured positions overseas in countries like Africa, Australia, Canada, Japan, New Zealand, Singapore, the UAE, the UK and the USA.

**Industry Collaboration and Support**

The relevance of the course is maintained through close and continuous collaboration with industry partners. Industry experts help College staff with updating the course curriculum.

Key contributions from Industry include:

- **Initial seed funding** (1993) to start the course.
- **Additional funding** (2007) to develop the 'Sophia College - Geeta Israni Centre of Quality Assurance'.
- **Ongoing support** for laboratory upgrades, library enhancement, ICT set-up, and other

miscellaneous requirements.

Further industry support includes:

- **Training** by Industry and Quality experts.
- **Industry visits** to a wide variety of Foods, Pharmaceuticals and Allied facilities in different states of India.
- **Training in Public Testing Laboratories (PTL)** includes a comprehensive one-month training with students spending one week each in four labs**.**
- ???????**Internships** of 2-months duration each in relevant Foods and Pharmaceutical/Allied industries for every student.

**Alumni support,** invaluable to the course, is offered in all the  industry-related support aspects listed above.

**Recent statistics (2018-2023)**

- Students: 117 (93 girls and 24 boys) from 23 different colleges including 34 students from Sophia College were awarded diplomas.
- Industry visits: 93 students visited 40 different Foods, Pharmaceuticals and Allied industries in Maharashtra and other states of India (Haryana, Himachal Pradesh and Punjab)
- Training in PTL: 93 students completed more than  350 weeks of training (one-month training in 2/4 labs).
- Internships:
    - Food Industry: 89 students completed internships of 2-months duration, 27 in Mumbai and 7 in other locations (Nashik, Karad, Pune, Ahmedabad, Chittoor).
    - Pharmaceutical/Allied Industries: 83 students completed internships of 2-months duration, 12 in Mumbai and 8 in other locations (Talegaon, Baroda, Goa, Baddi ).
- Placements: Over 100 of 117 students (90%) have been placed in various Food, Pharmaceutical and Allied Industries.

It may be noted that due to the pandemic restrictions,  the students of  2019 – 2020 could not be offered internships in Foods or Pharmaceuticals/Allied Industries and students of 2020 - 21 could not be sent for training in PTL and for Industry visits .

**Impact of the Course**

- Students: Fresh graduates are moulded into Quality professionals ready to tackle industry challenges. The all-round development programs and extensive industry exposure contribute to their confidence, skills and employability.
- The Institution: The QA course serves as a model in encouraging Quality enhancement in Sophia College.
- Industry: The course bridges the gap between Industry and Academia, striving to address Industry's growing need for quality professionals by providing skilled graduates who can contribute to the enrichment of Quality practices in Industry.

Sophia College's QA course stands as a testament to the institution's  commitment to 'Quality' and search for excellence. The close collaboration with Industry, efforts to stay aligned with changing

industry needs and emphasis on holistic education of students, all serve to maintain the relevance of the course and its positive impact on all stakeholders.

| File Description | Document |
|---|---|
| Appropriate webpage in the Institutional website | [View Document]() |

# 5. CONCLUSION

## Additional Information :

Sophia College for Women has its sister institutions within the same campus which includes Sophia Shree B. K. Somani Memorial Polytechnic, Sophia Smt. Manorama Devi Somani College, S.P.J. Sadhana School for training persons with Special needs and Sophia Nursery School. These institutions function in harmony with the college. There is a healthy practice of sharing expertise, resources and facilities among all these institutions. The activities organized by all these institutions give an opportunity to enjoy fellowship. Students and staff participate with equal enthusiasm in the events organized by each institution within the campus.

The campus hosts a rich biodiversity of flora and fauna. This also serves a tool for project-based learning. Various departments have initiatives of preparing mementos such as calendars, planners, coasters, table mats, files, book marks, greeting cards etc. showcasing the biodiversity. These are given as a token of appreciation to our guests.

The college is fortunate to have a dedicated faculty who continue to offer their expertise and services after superannuation. This helps in steering the college from strength to strength.

## Concluding Remarks :

Being a women's college at the outset, Sophia College focuses more on the overall development and transformation of women to the rediscovery of their fuller potential through the holistic education that they engage in here. The best means for empowerment of women, we think, is to educate the young minds in our society especially the women themselves which enable them to transcend and outgrow the patriarchal and restrictive frames of our society. With this view, our college, through various activities like webinars, conferences, discussion forums, artistic, cultural, and theatre events provide adequate structures for students to explore their possibilities and grow beyond the gender restrictions and find themselves as individuals. Thus, we stand for wisdom that leads to discretionary ability to discern and decide between the proper and the improper.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**<br><br>1.2.1.1. **Number of new courses introduced during the last five years:**<br>Answer before DVV Verification :  136<br>Answer after DVV Verification: 136<br>1.2.1.2. **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years  :**<br>Answer before DVV Verification :  514 |
| 1.3.2 | **Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :446<br>Remark : Input edited as Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted as one only |
| 3.1.2 | **The institution provides seed money to its teachers for research**<br><br>3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**<br>Answer before DVV Verification: |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0.9 | 0 | 0 | 0.2 | 1 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

Remark : Input edited As per SOP, seed money less than one lakh per faculty are not considered

| 3.1.3 | **Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**<br><br>3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**<br>Answer before DVV Verification :  13<br>Answer after DVV Verification: 6 |

| | |
|---|---|
| | Remark : Input edited as per the supporting documents |
| 3.2.1 | **Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** <br><br>      Answer before DVV Verification : <br>      Answer After DVV Verification :65.22 <br>    Remark : Input edited as Grants given by their own trust / sister institutions are not considered |
| 3.4.3 | **Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** <br><br>    3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** <br>      Answer before DVV Verification :  25 <br>      Answer after DVV Verification: 25 |
| 3.4.4 | **Number of books and chapters in edited volumes published per teacher during the last five years** <br><br>    3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** <br>      Answer before DVV Verification :  35 <br>      Answer after DVV Verification: 35 |
| 3.6.2 | **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** <br><br>    3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** <br>      Answer before DVV Verification: <br><br> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>9</td><td>12</td><td>18</td><td>25</td></tr></table> <br>      Answer After DVV Verification : <br><br> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>13</td><td>8</td><td>12</td><td>16</td><td>23</td></tr></table> <br><br>    Remark : Input edited as Events conducted for the benefit of their own students are not considered. Events and activities organized within campus are not considered |
| 5.2.2 | **Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years** |

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

   5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 6 | 4 | 8 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 02 | 03 | 02 | 03 |

Remark : Input edited as per the supporting documents

| 5.4.1 | **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:** |
|---|---|

   5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7500 | 0 | 241500 | 18250 | 23500 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.7500 | 0 | 24.1500 | 18.250 | 23.500 |

Remark : Input edited as amount should be in lakhs

| 6.3.2 | **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** |
|---|---|

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 0 | 1 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 0 | 1 | 3 |

Remark : Input edited as Financial support of Minimum of Rs. 3000/- per year per faculty

| 6.4.2 | **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)** |
|---|---|

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.5 | 26 | 117 | 4.60726 | 4.95 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.5 | 2.6 | 1.17 | 4.60726 | 4.95 |

Remark : Input edited as value should be in lakhs

## 2.Extended Profile Deviations

| **Extended Profile Deviations** |
|---|
| No Deviations |